
ACCESSIBILITY POLICY

MUNDY C OF E JUNIOR SCHOOL

[Version 3]

Last Reviewed	MAY 2022
Reviewed By	
Next Review Date	

MUNDY C OF E JUNIOR SCHOOL

3-year period covered by the plan: 2021-2024

Plan agreed: July 2022

Plan Review: July 2022

Lead member of staff: D Adair/HEADTEACHER

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are a maintained school for boys and girls age range 7-11 in the junior sector KS2. The school comprises one main teaching building covering a large site, of one storey construction.

The School's Aims

- embraces a partnership between the school and home
 - Offers to each member the opportunity to grow in knowledge fostered through our school values and guidance.
 - every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
 - children will be helped to appreciate that they are members of the wider community in its richness and diversity
 - Curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014. The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012

This policy should be read in conjunction with the following school policies and documents:-

- Anti-Bullying Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Safeguarding policy, Medicines policy, Local Offer for SEN, Support for children on SEN register, Flow chart for Identification of SEN at WCPS and WCPS Equality Statement.
- Definition of Special Educational Needs (SEN) as taken from section 20 of the
- Children and Families Act 2014.

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

SEN Governor

SENCO

Senior Leadership Team

1. Planning

1A: The purpose and direction of the school's plan: vision and values

1. Objectives:

- To welcome pupils with SEN and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEN as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual Pupils.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and Assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all Stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEN.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEN can achieve their best.
- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.

1B: Information from pupil data and school audit

The priorities of the plan have been identified using a number of sources including:

Census return

End of Key Stage results

Pupil questionnaires

Parent Consultations

Multi-agency meetings

Health and Safety Inspections

Service Reports

Feeder school consultation

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove , barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy (Appendix 1)
 - Health & Safety Policy (including procedures for administering medicines)
 - Emergency Evacuation Procedures
 - Special Educational Needs/ Inclusion Policy
 - A Positive approach to behaviour
 - The Governors Admissions Policy
 - The Annual School Prospectus

1C: Views of those consulted during the development of the plan

the plan takes consideration of the views of:

- parents via consultation using Weduc
- pupils' views via small group and 1:1 discussion
SSSEN teams support and intervention SENCO
- SEN governor
- Headteacher
- Class Teacher and support staff

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

target	strategies	timescale	Responsible staff	Success criteria
Staff confidence in differentiating the curriculum	CPD Online learning	Ongoing as and when identified	SENCO	Increased pupil participation and raised staff confidence
Support staff confidence in delivering classroom support	CPD Online learning	On-going as required	SENCO	Increased efficacy of support and staff confidence
Awareness of disability and difficulties for child to access curriculum	IEPs Information sharing with appropriate agencies	On-going as required	SENCO	Childs needs identified and needs met
Use of ICT to support learning	Software purchase as required	Ongoing as required	SENCO and ICT Coordinator	Childs needs identified and needs met wider variety of resources in classrooms
Educational visits accessible to all	Pre-visits to vet to ensure appropriateness	Ongoing as required	Staff as applicable	all pupils have access to enrichment
PE provision	Assess the appropriateness of activities in planning	Ongoing as required	Staff as applicable	all pupils have access to a full curriculum
After School Clubs	Assess the appropriateness of activities and ensure provision in place to allow access to AFSC	Ongoing as required	Staff as applicable SLT	All pupils have access to enrich their experience at school.
Organise classrooms optimally to promote the participation and independence of all pupils with	Consult with parents and child	Ongoing as required	SENCO and class teacher	Classrooms enable pupil access the curriculum

particular reference to disabled students				
2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:				
Target	strategies	timescale	Responsible staff	Success criteria
To ensure that the whole school is aware of the needs of disabled pupils to have full access to the school and grounds This may not be physical but visual or hearing impairment	Undertake access audits. Consult with parents and specialist teachers as appropriate	Annual or as when required	H & S governor and staff REP also NUT visits and landlord visits	The school was built 10 years ago and is fully accessible under the latest legislation
Layout of school to be the best access for everyone during teaching time and any school events Including community events	Consider needs of pupils/parents/carers or visitors	Annual or as when required	H & S governor and staff REP also NUT visits and landlord visits	Disabled parents/carers, visitors feel welcome and can access all key facilities
Checking signage	Consider any additional and corrective signage	Annual or as when required	H & S governor and staff REP also NUT visits and landlord visits	Up to date signage to assist all stakeholders
Appropriate handling training	Training of staff as appropriate to pupil disability	As and when required	SENCO	Enabling access to the school and curriculum

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Targets	Strategies	Time scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in simple English	Yearly	SBM	All parents receive information in a form they can access
Assisting in form filling to ensure vulnerable groups have access to entitlements as appropriate	Office staff assisting parents/carers relevant paper work	As and when required	SBM	Parents feeling valued and ensuring that full entitlements are received to assist in welfare of family
Website is up to date with pertinent documents available	Ensure that all documents are available for anyone with visual impairment	As new documentation is added	CH and SBM	All stakeholders are able to access up to date information
Improve delivery of information in writing in a appropriate format and provide appropriate equipment	Provide suitably enlarged, clear print for pupils with visual impairment Consultation with the visually impaired team DCC	On going	SENCO	Improved access to curriculum and information
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO	School information disseminated
Annual review information to be as accessible as possible	Develop child friendly IEPs . the child to be involved in their meetings	ongoing	SENCO	Staff more aware of pupils preferred method of communication and accessibility to information
Ensure signage and external access for visually impaired is	Any improvements and updates to our access	ongoing	Governors H &S SLT	A safer environment for those with visual impairment

adequate				
Ensure all pupils can be evacuated safely	Put a PEEP (personal emergency evacuation plan for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As necessary September and if a pupil starts with any particular difficulty		A safe environment for everyone
Ensure accessibility to IT equipment	Alternative equipment to be procured if necessary Liaise with Visual Impairment team at DCC Any software as necessary to assist in access to curriculum	On-going and as required	ICT Coordinator	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from the Hearing Impaired unit DCC as appropriate	Ongoing	DCC Hearing Impairment Team	All children with an impairment have full access to hearing equipment to access curriculum
Fire escapes are suitable for all stakeholder	Schools wheelchair access is up to date and adequate H&S NUT checks Landlord checks and H&S Governor checks	Termly	Head NUT H&S rep H&S Governor Site manager SBM	All stakeholders have safe independent egress to fire assembly points.
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Ongoing and updated as necessary	Display coordinators	Welcome extended to all stakeholders and confidence to approach the

				school on their child's education.
Provide information in other languages, typefaces and size with those who have difficulty visually or extra written information of those who are hearing impaired	Access to translators if necessary, sign language or Makaton if necessary Ensure website is fully compliant with requirement for access b person with visual impairment	As and when required	SENCO	Stakeholders feel supported

3: Making it happen

3A: Management, coordination and implementation

The planning process –

The planning process will be undertaken on a 3 yearly cycle when this policy is reviewed as a minimum.

Consultation needs to take place in the spring/early summer term with feeder schools to collate information on any children with identified disabilities, in order to put strategies and resources in place to enable pupils to make full use of the curriculum when they start at Mundy junior school. Modifications and additions will need to be applied to the School Improvement Plan.

Coordination – overall management is undertaken by the SLT, members of staff with applicable responsibility i.e. SENCO have responsibility to coordinate the support teams ie visual and hearing impairment as well as SSEN to support pupils to access the curriculum.

Other policies and plans – see 1B above

Implementation – this plan is to be implemented as part of the SIP and as a minimum a review in July before the new academic year. Implementation should take place throughout the year as needs arise.

3B: Getting hold of the school's plan

This plan is available as a hard copy from the school office, it can be printed in large print as and when applicable.

This plan will be available on the website

If the plan can be produced in a different language if necessary.