

Accessibility plan



Overdale Junior School

Respect • Resilience • Responsibility

Approved by:	Head Teacher and Governing Body	Date: February 2023
Last reviewed on:	February 2023	
Next review due by:	January 2026	

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Overdale Junior School aims to uphold a positive, non-discriminatory approach to disability, as part of its commitment to equal opportunities to primary education and will focus on removing barriers in every area of the life of the school to ensure that disabled pupils, employees and other service users are treated equally.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a scaffolded curriculum for all pupils • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability 	<p>All children achieve their full potential.</p> <p>Ongoing training for staff</p> <p>Resources purchased to meet group and indiv need.</p> <p>SEND register is regularly monitored.</p>	<p>Pupil progress meetings held termly.</p> <p>Intervention mapping reviewed termly</p> <p>Assessments undertaken termly</p> <p>IEP's reviewed and shared termly.</p>	<p>Class Teachers</p> <p>SLT</p> <p>DHT</p> <p>HT</p> <p>SENDCo</p>	Ongoing	

	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Cause for concern lists kept.</p> <p>IEP's written, implemented and monitored</p> <p>Intervention maps written</p> <p>Formative and summative assessment used to facilitate learning</p> <p>Quality First Teaching is high priority</p>	<p>Formal and informal feedback given to pupils</p> <p>Parents meetings held as needed.</p> <p>SENDCos to monitor progress</p> <p>Phase Leaders to monitor progress</p>			
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height</p>	To ensure the school environment is fit for purpose	Ongoing maintenance and identification by all staff to ensure school site is accessible to all	HT PO	Ongoing	

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (If needed) • Staff wear microphones for hearing impaired children. • Pictorial or symbolic representations • Communication and Print 	<p>To ensure that all methods of communication are used so that our children are able to access the curriculum.</p>	<p>Ongoing need arises.</p>	<p>SENDCo's PO HT</p>	<p>Ongoing</p>	
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo and Head Teacher.

It will be approved by the governing body.