



Orchard Junior School

Growing together. **Branching out.**

Accessibility Plan

Last Review Date:	November 2022
Reviewer:	Resources
Review Cycle:	3 yearly
Next Review Date:	Autumn 2 2025
Notes:	None
Statutory/Published on Website:	Yes/Yes

Introduction

The Equality Act 2010 states that schools must have an Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Definition

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Key Objectives of this plan

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Aims

Orchard Junior School aims to:

- treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.
- work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage but allows them to learn, achieve and participate fully in school life.
- be active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.
- continually reflect on our strategies and look at ways to improve accessibility through data collection, questionnaires and parental discussions.

General information

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The policy will be reviewed every three years and approved by the Governing Body. The plan (Appendix 1) and checklist (Appendix 2 - completed by the SENDCO) will be monitored annually by the Resources Committee.

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 of the Equality Act 2010:

- Increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format for pupils and parents and be made available within a reasonable timeframe.

Contextual Information

Orchard Junior School is a two-storey building. It has a disabled toilet with shower washing facilities, a changing table and hoist in addition to a room with handwashing facilities to accommodate physiotherapy.

Wheelchair access is available into the building but there is no wheelchair access to the upper floor. There is disabled parking on site. Most areas of the school grounds are accessible to wheelchair users, although the cabins do not have wheelchair access to the doors.

At the time of writing this Plan, we have no wheelchair dependent pupils, though we do have one pupil with mobility impairments (see below).

The Current range of Disabilities within Orchard Junior School

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professional for assessments, support and guidance for the school and parents.

Where a medical condition is considered a disability under the equalities act, all staff will be made aware of the appropriate adjustments required in order to enable full participation in school life.

Further details of how the school support those with medical conditions can be found in the Supporting Pupils with Medical Needs in School Policy and Equality Policy.

Activities that take place within the school

a) Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school will also implement reasonable adjustments as identified by the [Making your service accessible: an introduction](#).

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This plan will contribute to the review and revision of related school policies e.g. School Development Plan, Continuing Professional Development for all staff, Building and Site Development plan (as required), SEND Policy, Equality Policy, Supporting Pupils with Medical Needs in School Policy and First Aid Policy.

Right of Complaint

If a parent thinks their child has been discriminated against, they have a right of redress by making a claim within the school's formal complaints procedure and/or of contacting the SEN and Disability Tribunal (SENDIST).

Appendix 1: Orchard Junior School Accessibility Plan 2022 - 2025

Targets	Strategies	Outcome	Timeframe	Evidence / Impact
Equality and Inclusion				
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	Ongoing	
To ensure all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing	
To ensure future development of the school grounds takes account of the needs of both current and future pupils.	Ensure accessibility is considered in future grounds development.	New developments take into account access arrangements.	Ongoing	
Physical Environment				
To ensure that areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all - as far as reasonably practicable.	Audit of accessibility of school building and grounds by SLT and Resource Committee in conjunction with Hampshire architects. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access as necessary.	Ongoing	
Curriculum				
To continue to train staff (as needed) to enable them to meet the needs of children who are covered under this policy.	Training for new SENDCO to oversee these children SENDCo to review the needs of children and provide training for LSA's as needed.	Relevant staff are able to enable all children to access the curriculum.	Ongoing	
To embed inclusive classroom practices across the curriculum to improve access for all to the whole curriculum and foster independence	Training for staff - led by Educational Psychologist and school staff	Universal measures embedded in classroom practice to provide an equitable experience for	Ongoing	

		pupils		
To ensure that all children are able to access Out of School activities e.g. clubs, trips, residential etc - where reasonably practicable	Review Out of School provision to ensure compliance with legislation. Meet with parent / carers to agree what is reasonably practicable	All providers of Out of School education will comply with legislation to ensure that the needs of the children are met.	Ongoing	
Where reasonably practicable to provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes etc. Liaise with outside agencies as required for specialist advice	Children will develop independent learning skills.	Reviewed termly by SENDCo.	
To meet the needs of individuals during assessments or end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Majority of written communication is electronic.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents, who are unable to attend school because of a disability, are able to access parents' events.	Staff to hold parents' events by phone, virtually or send home written information where reasonably practicable.	Parents are informed of children's progress.	Termly	

Appendix 2: Identifying Barriers To Access: A Checklist

This list helps us identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

This audit will be carried out annually by the SENDCO and reported along with the annual review to Resources by mid-November.

Section 1: How does your school deliver the curriculum?	YES	NO
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils? As necessary		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve learning to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? Where appropriate – HCC advice followed		
Do staff provide alternate ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? HCC advice followed		
Do you provide access to computer technology appropriate for students with disabilities? HCC advice followed		
Are school visits made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations for all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Section 2: Is your school designed to meet need?	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access?		
Can wheelchair users move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? relevant advice followed		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are accessible areas well lit?		

Are steps made to reduce background noise for hearing impaired such as considering a room's acoustics, noisy equipment? LA advice followed		
Is furniture and equipment selected, adjusted and located appropriately?		

Section 3B How does your school deliver materials in other formats?	YES	NO
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for those who may have difficulty with standard forms of printed information? When requested reasonable adjustments are made		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? When necessary		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		

Appendix 3: Reasonable Adjustments

Reasonable adjustments meet the statutory requirements when they:

- Act to prevent disabled pupils being placed at a substantial disadvantage
- Are aimed at all disabled pupils
- Are anticipatory
- Enable pupils to participate in education and associated services

When deciding if a reasonable adjustment is necessary to avoid placing a substantial disadvantage on the individual, our school will consider the potential impact on the individual in terms of:

- Time and effort
- Inconvenience
- Indignity or discomfort
- Loss of opportunity
- Diminished progress

We will endeavour to make reasonable adjustments at different levels of school life:

- For the individual
- In their practices and procedures
- In their policies

Consequently, we will need to:

- Plan ahead
- Identify potential barriers
- Work collaboratively with disabled individuals (including their parents / carers and others where needed)
- Identify practical solutions through a problem solving approach
- Ensure that staff have the necessary skills
- Monitor the effect of adjustments on a pupil's progress

We will fully involve the commitment of:

- Governors
- Headteacher
- SENDCo
- Teachers and all other staff

We will know we are succeeding in making reasonable adjustments when disabled individuals are participating fully in school life. This includes:

- Disabled individuals feeling part of the life of the school
- Disabled individuals being included by their peers in all parts of school life
- Parents/ carers feeling their disabled child is part of the life of the school
- Staff feeling confident in working with disabled pupils

It would mean

- in the classroom
- in the "school curriculum"
- at break times, lunchtime and outside of the school day

Appendix 4: Reasonable Adjustment Definition

Though this list is not definitive, 'Reasonable Adjustments' might include:

- Speaking to children (generally) and specifically (actual child) to seek reasonable adjustments they request.
- Speaking to parents/guardians and respond where possible to their requests of specific adjustments.
- Contacting and receive support from relevant County Officers to support provision of adjusted and differentiated parallel activities.
- Locating/placing children closer to the front of class and nearer to children for additional support.
- Involving peers of disabled children to additionally promote understanding and respect.
- Have regular and trained staff which are accessible to all staff teaching and non-teaching and therefore can support children in every location of the school community.
- Creating adjusted/flexible individual timetable and providing reduced formal learning and if/when appropriate learning from home e.g. flexi-learning.
- LSA giving access/ support to pupil.
- Making addition support available from funding accessed through the EHCP process
- Ensuring a smooth transition as we receive children from other providers, e.g. infant school, parallel schools.
- Having greater extra-sensitivity and awareness of bullying and name-calling if disability is particularly physical.
- Giving detailed pre-planning for trips so pupils can access non-school based experiences.
- Using contrasting materials for children with skin sensitivities e.g. not sand tray but pasta tray.
- Liaison between SENDCO and external agencies and disseminate training to all staff.
- Creation of physical class timetables which is usable to all children.
- Supporting children with emotional/behavioural issues with 1-1 support from ELSA to therefore access the curriculum.
- Having home/school communication diaries to support home/school links, particularly if parents work full- time and are unable to visit school staff on a regular basis.
- Ensuring staff are available through class release time to meet and/or telephone parents particularly if they work full-time and are unable to see staff at start/end of school day.
- Making use of visual stimulus and prompts e.g. Makaton to support access to learning.

- Providing learning mentors if child has e.g. behaviour issues to support child and parents.
- Regular staff review of practice and reasonable adjustments to ensure evaluations hone good practice through reflections.
- Creation of an open culture, where staff are comfortable to share any anxieties they may have. This is a continually developing process.

'Reasonable adjustment' will be successful if staff have a positive attitude towards inclusion, for example:

- Having a "can do" attitude from all staff.
- Taking a proactive approach to identifying barriers and finding practical solutions.
- Building strong collaborative relationships with pupils and parents.
- Being a meaningful voice for pupils.
- Taking a positive approach to managing behaviour.
- Giving strong leadership by senior management and governors.
- Having a proactive approach to staff training and development.
- Using expertise from outside the school.
- Building disability into resourcing arrangements.
- Having a sensitive approach to meeting the impairment specific needs of pupils.
- Regularly reviewing and evaluating attitudes, policy and procedures.
- Be a role model and promote positive images of disability.