



Jenyns First School and Nursery

Accessibility Plan

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The board of Governors of Jenyns First School and Nursery recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability

Jenyns First School and Nursery policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it.

We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school.

This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and ISI inspectors upon request.

Supporting Policies

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

Appendix 1: Action Plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school adapts the curriculum to meet the needs of all learners.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is monitored for all pupils, including those with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is continuously reviewed to ensure it meets the needs of all pupils.</p>	<p>Ongoing</p> <p>1.To enhance current practice of curriculum delivery for pupils with disabilities.</p>	<p>Ensure all teachers are using appropriate visual tools.</p> <p>Ensure good quality CPD for all staff/</p> <p>Consider the best classroom organisation for pupils with sensitivity to noise.</p> <p>Recognise and adapt to meet the needs of learners who may have processing needs.</p> <p>Recognise extra time needed to complete tasks to process and respond.</p>	<p>Senco</p> <p>Senco</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>September 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Learners with disabilities receive the best possible provision to enable maximum academic progress and to nurture the development of the child as a whole.</p>

<p>Improve staff understanding of SEND</p>	<p>Staff attend regular training in various SEND areas and cascade training to colleagues in meetings. Advice from multi-agency experts is sought and followed. Staff trained in various areas of SEND.</p>	<p>Ongoing</p> <p>Greater awareness among staff of various strategies to meet the needs of learners with disabilities.</p>	<p>Identify areas where knowledge and skills base needs to be extended – training audit.</p>	<p>Senco Headteacher</p>	<p>Ongoing</p>	<p>Staff confident and able to fully support children with SEND.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Wide corridor ● Disabled parking bay ● Slope access from car park to building ● Handrails on sloping path and steps ● Disabled toilet 	<p>Ongoing</p> <p>To ensure that both areas inside and outside conform to the Health & Safety guidelines</p>	<p>To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level.</p>	<p>LA representative s Headteacher Caretaker Senco Governors</p>	<p>Ongoing</p>	<p>Health & Safety audit completed. Any improvements planned for. No accessibility actions identified.</p>

<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 ● Pictorial or symbolic representations ● Coloured paper and overlays. 	<p>Medium Term To provide large print signs, labels and text where necessary.</p> <p>To ensure environmental text is dyslexia friendly.</p>	<p>When producing labels and other text ensure some are larger fonts.</p> <p>Staff to learn about dyslexia friendly environments.</p> <p>Staff CPD</p>	<p>All staff</p> <p>Senco</p>	<p>September 2023</p> <p>September 2023</p>	<p>Children are able to access information in written form.</p>
<p>To meet the needs of children with physical disabilities</p>	<ul style="list-style-type: none"> ● Ramps ● Disabled toilets ● Handrails on steps and sloping paths. ● Staff one to one support where necessary 	<p>Long Term To improve provision for children with physical disabilities or visual or hearing impairments.</p>	<p>Liaise with the appropriate outside agencies to seek advice and guidance where necessary.</p>	<p>Headteacher Senco</p>	<p>Ongoing</p>	<p>Disabled children to have equal access to curriculum and school site.</p>