



BALFOUR

JUNIOR SCHOOL

Accessibility Policy and Plan

Approved by the Local Governing Body on: 3rd May 2022

Last reviewed: May 2022

Next review due by: May 2025

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 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

We are committed to giving all our children every opportunity to achieve the highest of standards. This means providing an environment that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We do this by considering pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. We promote the individuality of all our pupils, irrespective of age, gender, ability, culture, race, language, religion or sexual identify. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our pupils.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff, parents and governors.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary, to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the

school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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 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.

3. Action plan

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

Target	Strategies	Timescales	Success criteria
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process and share them with relevant staff members Ensure staff and governors can access areas of school used meetings Reminder to parents and carers, particularly new starters, to let us know if they have problems with access to areas of school Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	As required	<ul style="list-style-type: none"> SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change
Accessible car parking	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building 	Daily	There is a place for disabled members of staff and visitors to park throughout the school day.
Ensure staff have specific training on disability issues	<ul style="list-style-type: none"> Identify training needs for individuals or whole staff and include in Yearly CPD pan 	As required	Staff have the knowledge and skills to effectively teach and support pupils with a range of needs
All school events and trips are accessible to all pupils	<ul style="list-style-type: none"> Ensure venues and means of transport are vetted for suitability Provide adjustments to activities and/or additional adult support if required 	As required	All pupils are able to access all school trips and take part in a range of activities

4. 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 Local Governing Body.

5. 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