

Accessibility Policy

Revised by School	June 2022
Responsible Person	Chris James
Responsible Committee	Full Governing Board
Ratified by GB	
Next Review	June 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

The school is committed to providing an aspirational and inclusive community school where all children are continually inspired, enjoy learning, thrive and achieve success. 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. We aim to achieve this by:

- Ensuring equal access to a broad and balance curriculum where children with SEND take as full a part as possible in school activities
- Ensuring the school is accessible to all and matching the learning environment to suit individual children’s needs
- Everyone being valued as a member of the school inclusive community and as an individual

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.

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. School Context

Bordon Junior School is a mainstream school for boys and girls age range 7 years to 11 years old. The school comprises of one school building. There is disability access for the downstairs classrooms and main areas of the school.

4. The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community.
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

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

- Inclusive School
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. All entrances to the school are either flat or can be ramped and have wide doors. The main entrance has a wide, automatic door into the entrance. The lobby is accessible for wheelchair users. There are disabled toilet facilities available with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

Action plan

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

NB. Estimated costs for the items listed below are currently being gathered and will be added as they are received.

Aim	Actions to be taken	Person responsible and cost	Date to complete actions by	Success criteria
Improving access to the physical environment				
Implement recommendations from Access Audit report (Enable Me)	Any changes that are immediate and without cost can be completed by our Site Manager. Quotes of recommendations to be sought. Incorporate improvements identified in Access Audit.	Business Manager Site Manager SENCO Headteacher	3-5 years	School will address the recommended improvements suggested for compliance with the Equality Act 2010.
To improve access into the building from outside	Ensure disabled car parking space is only being used for its purpose. Make sure ramps are readily available for when needed. Ensure red lines are repainted regularly to support children with visual disabilities.	Site Manager	1-3 years	Wheelchair user has access to all sides of the car without other cars intruding. Refer to appendix 1.a.

Improvements to help the visually impaired	External steps highlighted in red/non-slip paint – some may need repainting where they have faded.	Site Manager	On-going maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and
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				maintained.
To improve the access to toilets	Provide clear signs for all toilets. Ensure toilets are not cluttered and have no trip hazards.	Business Manager Site Manager	1-3 years	Toilet signs will be visible for all. Disabled toilet will follow recommendations in Access Audit and relevant legislation.
Improve access around the school	Ensure corridors are clear to ease wheelchair access. When planning, designing or remodeling parts of the building consider doorways for wheelchair access. Quotes sought to widen doors. Ensure staffroom, library and downstairs classrooms are accessible for wheelchair users to move around independently.	Business manager Premise manager SENCO	3 years	Any new building elements will be in line with accessibility plan. Corridors are accessible for wheelchair use. Wheelchair users will be independent when moving around the school.

All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Site Manager Staff leading clubs	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND
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Access into school and reception to be fully compliant	Designated disabled parking wide doors and corridors	Site Manager	In place	Physical accessibility of school increased
Improve signage to indicate access routes around school	Signs indicate disabled parking bay and wheelchair friendly routes around school	Site Manager Headteacher	Put in place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	Staff	Ongoing	People with disabilities can move unhindered along

Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Site Manager Govenors	Ongoing	People with disabilities can move safely around the school
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Improving access to the school curriculum

To differentiate, personalise and individualise the curriculum for children with special educational needs and/or disabilities	<p>All staff identify specific needs for pupils living with a disability, in terms of basic skills, relationships and challenges.</p> <p>All staff to be made aware of the relevant issues and can ensure equality of access to learning by making reasonable adjustments to provision to provide appropriate inclusion.</p> <p>Audit quality first teaching within classrooms.</p> <p>Use 'inclusive friendly classrooms' checklist to review classroom provision.</p> <p>Staff to receive relevant training based on school needs.</p>	<p>SENCO</p> <p>Senior Leadership Team</p> <p>Class teachers</p>	1 year	Children with special educational needs and/or disabilities will have access to the full school curriculum including P.E and school trips.
Ensure access to all school activities for all children with disability	<p>Review enrichment activities regularly including visits and trips, extracurricular clubs and so on to ensure compliance with legislation and inclusion.</p> <p>Provide opportunities for all to participate in educational visits. This will mean a discussion with parents to agree risk assessments for visits. Participation will also need effective liaising with venues to make reasonable adjustments. School staff (and parents/carers) to work together to provide extra support for all vulnerable pupils if necessary.</p>	<p>SENCO</p> <p>Senior Leadership Team</p> <p>Business Manager</p> <p>Class teachers</p>	1 year	<p>All pupils will have access to all school activities.</p> <p>Risk assessments and plans will take into consideration specific needs and/or disabilities to provide extra support for pupils if necessary.</p>

To improve access within classrooms	<p>All areas and resources within the downstairs classrooms will be accessible to children with disabilities who require a wheelchair.</p> <p>All areas and resources within the upstairs classrooms will be accessible to children who are visually impaired.</p> <p>Class teachers ensure classrooms are organised and decluttered to improve access to all areas.</p> <p>Audit quality first teaching within the classroom to ensure lessons are planned to meet the needs of all pupils in the class.</p>	SENCO Business manager	1 year	<p>Children with special educational needs and/or disabilities will be independent in the classroom to access all areas and resources.</p> <p>Adaptations will be made in the classroom if necessary to support pupils with SEND.</p>
To develop staff knowledge of access needs and supporting pupils with SEND	<p>Review staff knowledge and understanding of special educational needs and/or disabilities and access needs.</p> <p>Deliver regular teacher and teaching assistant training focused on areas of need within the school.</p> <p>Visually impaired training implemented January 2019.</p> <p>Identify gaps in knowledge and seek external advice if necessary.</p>	SENCO	1 year	Staff will be confident with a variety of needs and disabilities, which will be audited and monitored.
3. Improving access to information				
Ensure software and resources are appropriate for access	Identify, monitor and evaluate the equipment required in school.	SENCO	1 year	Software and resources (including ICT) will be appropriate for all pupils.

To develop effective procedures for new pupils joining the school with access needs	Ask parents/carers about access needs before joining the school.	Office staff Business manager	Ongoing	Information about pupils access needs will be sought before pupils join the school.
To improve access of documentation to parents	<p>Continue using parent mail for parental access to emails, letters and newsletters.</p> <p>Provide paper copies of letters on request.</p> <p>Review and monitor relevant documentation on school website.</p> <p>Review documents published on school website to ensure accessibility for parents with special educational needs and/or disabilities.</p> <p>Review documents published on school website to ensure accessibility</p>	Office staff Business manager	1-3 years Ongoing	<p>Parents will have access to appropriate documents.</p> <p>School will respond to parents' access needs if necessary.</p>
	for parents with English as an additional language.			

Monitoring arrangements

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

Links with other policies

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

- 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

6. Appendix



