

South Petherton Junior School Policy statement for Accessibility

1. This Accessibility Plan has been drawn up in consultation with staff and governors of the school and covers the period from September 2023 to September 2025
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. South Petherton Junior School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve 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.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - 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 time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
 - School Aims and Mission Statement
 - Teaching and Learning File

8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. The School Website will display the Accessibility Plan.
10. The School's complaints procedure covers the Accessibility Plan.
11. The Plan will be monitored through the Governors' FGB Meetings.
12. The Plan will be monitored by Ofsted as part of their inspection cycle.

South Petherton Junior School Accessibility Plan

Improving the Physical Access at South Petherton Junior School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
All children will maintain access to the physical environment.	The school buildings are on ground level and remain accessible for all.	Inclusivity and accessibility for all staff, pupils and visitors.	Ongoing	Improved physical access so that the school site remains accessible to all.
	The school entrances/exits are accessible to all, however the gates at Hayes End, offer the widest openings.	Inclusivity and accessibility for all staff, pupils and visitors.	Ongoing	Improved physical access so that the school site remains accessible to all.
	The school has one disabled toilet which is located in the main school building.	Inclusivity and accessibility for all staff, pupils and visitors.	Ongoing	Improved physical access so that the school site remains accessible to all.
	Educational and enrichment activities are made as accessible as possible for all pupils.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Every pupil has equal opportunities to access enriching experiences.
	All staff and/or pupils with short term or long term accessibility difficulties are risk assessed and a personal emergency evacuation plan (PEEP) is implemented.	A risk assessment and/or PEEP ensures that any person who may need guidance or assistance to keep safe or evacuate a building has the correct support in place.	Ongoing	All staff, pupils and visitors to the school will have their needs met and remain safe whilst accessing the school site.

South Petherton Junior School Accessibility Plan

Improving the Curriculum Access at South Petherton Junior School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Training for teachers on 'removing barriers to learning'	Undertake an audit of staff training requirements.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Update when new staff join school	Increase in access to the National Curriculum
Training for teachers on 'removing barriers to learning'.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Update when new staff join school	Increase in access to the National Curriculum
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Pupils will have independent access to all of their required learning aids.	Termly	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Annually	Society will benefit by a more inclusive school and social environment

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Improving the Delivery of Written and Spoken Information at South Petherton Junior School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats- including visual.	The school will purchase a licence for 'Widgit Online' and train staff with how to use this software.	The school will be able to provide written information in different formats when required for individual purposes	Short term (3 months)	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it	All school information will be readily available and accessible for all.	When required	Delivery of school information to parents and the local community improved
School to provide support to those children and their families who have English as an additional language.	SENCo will seek support and advice from Somerset's EAL advisory service. Whole school EAL staff training. Nurture Lead to offer PFSA services within transition periods.	The school will be confident in meeting the needs of all pupils with EAL. All educational resources will be translated and accessible for the pupil. All home communications will be accessible for the family.	When required	All families within our community will feel included, recognised and supported by the school.