

Accessibility Plan

Iver Heath Junior School



Approved by:

Governors

Date: September 2024

Last reviewed on:

September 2022

Next review due by:

September 2026

Contents

1. Aims.....
2. Legislation and guidance.....
3. Action plan.....
4. Monitoring arrangements.....
5. Links with other policies.....
6. Appendix 1: Accessibility audit

.....

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

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.

The purpose of the plan is to:

- Minimise the barriers that prevent pupils participating fully in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to access all the facilities and activities of the school
- Improve the availability of accessible information to pupils with disabilities.

Iver Heath Junior 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.

Our school is committed to providing a fully accessible environment that values pupils, parents/carers, staff and visitors regardless of their educational, physical, sensory, social, emotional, spiritual and cultural needs. We are committed to developing understanding and acceptance of disabilities within an inclusive environment.

The plan will be made available online on the school website, and paper copies are available upon request.

If you have any concerns relating to accessibility in school, our Complaints Policy sets out the process for raising these concerns.

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

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.

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.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To continue to ensure curriculum access for all pupils.</p> <p>To assess the needs for every individual pupil early and regularly.</p>	<p>Early and ongoing intervention to be decided where needed.</p>	<p>Class teacher with Inclusion Manager.</p>	<p>ongoing</p>	<p>Pupils with disabilities are able to access the curriculum successfully.</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"> • Ground floor classrooms where needed • Corridor width • Disabled toilets • Library shelves at wheelchair-accessible height 	<p>To ensure that pupils with disabilities can safely access areas of the school grounds that they need to.</p>	<p>These will be considered on a case-by-case basis.</p>	<p>Head Teacher</p>	<p>When needed</p>	<p>Pupils with disabilities can safely access areas of the school grounds that they need to.</p>
<p>Ensure the delivery of information to pupils with a disability is effective</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>To ensure that all pupils receive all the information they require when they need it</p>	<p>These will be considered on a case-by-case basis.</p>	<p>Head Teacher</p>	<p>When needed</p>	<p>All pupils receive all the information they require when they need it</p>

4. Monitoring Arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

- Whole school risk assessment
- Health and safety policy
- Equality policy and objectives
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Appendix 1. Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	The majority of the building is at ground floor level. There are 4 classrooms, 4 sets of toilets and 2 small storerooms on the first story.	Ensure that children with disabilities are placed in classrooms on ground floor where required.	Head Teacher	Ongoing
Corridor access	Walkways and access routes are clear	Ensure this is maintained	All staff	Ongoing
Parking bays	Staff parking is available within the school staff car park.	Ensure staff drive in and out of car park carefully with additional care when children are walking across the entrance.	All staff	Ongoing
Parental parking	Parents are advised not to park directly outside the school building for the safety of the children.	Use CCTV to monitor the safe parking of parents. Put out <i>No Parking</i> signs during the day to ensure that parents do not park on the double yellow lines outside of the school entrance.	Caretaker	Daily
Stairs	Handrails are fitted to staircases	Ensure the handrails on both sets of stairs accessing the upper storey are in good condition.	Caretaker	Ongoing
Entrances	Outward opening doors – doors by entrance foyer are signed by			

	<p>feet positions placed on the ground to show visitors where to stand safely.</p> <p>Main access from outside to inside is via double doors to allow for wheelchairs and/or pushchairs.</p>	<p>Maintain the clarity of the signage.</p> <p>Maintain the working function of these doors.</p>	<p>Caretaker</p> <p>Caretaker</p>	<p>Ongoing</p> <p>Ongoing</p>
Toilets	<p>WC cubicles are large enough to permit transfer without assistance</p> <p>Larger toilet with handrail fitted available for children with disabilities.</p>	<p>Ensure continued monitoring of these facilities.</p>	<p>Caretaker</p>	<p>Ongoing</p>
Internal signage	<p>All internal signage is clear.</p>	<p>If the need arises, look at purchasing braille signage.</p>	<p>Caretaker</p>	<p>Should the need arise</p>
Emergency escape routes	<p>Information signs are visible from both sitting and standing eye levels and are visible in the dark.</p>	<p>Maintain the clarity of the signage at all times and in all conditions.</p>	<p>Caretaker</p>	<p>Ongoing</p>