



Willow Bank Junior School

Accessibility Policy

(Statutory Policy)

<i>Version</i>	<i>Last Review</i>	<i>Next Review</i>	<i>Committee</i>	<i>Comments</i>
1.0	June 2009	June 2012	Building	
1.1	October 2013	October 2016	Building	Access plan removed as all work has been completed.
1.2	November 2016	November 2019	Resources	
2.0	November 2019	November 2022	FGB	Rewritten to reflect current practice and legislation. Action plan added.
2.1	March 2023	March 2026		Changes to action plan

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 school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities. The school also recognises the parents' and child's right to confidentiality.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 Principles

The school will undertake to meet its key objective by developing three key areas.

Access to the Curriculum

- The school undertakes to assess its provision of curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements.

- Create a challenging curriculum where suitable learning challenges are set and progress of individuals achievements can be assessed
- To seek and follow the advice of services such as other schools, the LA, the government, and independent bodies to achieve best practice
- Continue to follow and endorse the key principles of the National Curriculum

Access to the Physical Environment

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health, provision
- To seek and follow the advice of services such as other schools, the LA, the government, and independent bodies to achieve best practice

Access to Information

- Audit existing methods of providing information and media utilised, develop these to improve accessibility
- Work with local schools, LA and local support services to source best materials at an appropriate cost
- Include parents and pupils in the choice of the most suitable media for the disabled child

4. 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><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>					
Improve and maintain access	<p><i>The environment is adapted to the needs of pupils as required.</i></p>					

<p>to the physical environment</p>	<p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Painted yellow boundary areas</i> 					
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Pictorial or symbolic representations</i> 					

5. Linked Policies

This policy will contribute to the review and revision of related school documents,

- School Action Plan
- SEN Policy
- Equality, Diversity and Inclusion Policy
- Curriculum Policies

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.

6. Publicising the Policy

Copies of this policy will be promoted and made available to existing or prospective parents using the following means -

- School Website
- Application to the school