Howbridge Church of England Junior School

Accessibility Policy and Plan 2022-23

Reviewed on:	Autumn 2023 (To be reviewed annually)
Adopted on:	Autumn 2022
Signed (Chair of Governors)	

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):
'A person has a disability 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 carry out normal day to day activities.'

The purpose and direction of the school's plan:

At Howbridge Church of England Junior School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter and we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
Our school aims to be an inclusive school. 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 children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We have had or are expecting to have children of all backgrounds, needs and abilities including:
- diabetes
- asthma
- eczema
- hearing or visual impairment
- rare syndromes
- ADHD
- ASD
- Cerebral Palsy
- Allergies

- Heart problems
- Eating disorders
- Hyper-mobility

We collect information from other schools, so that we are prepared for children when they arrive and can cater for their differing needs. We liaise with parents and professionals involved with the children to ensure individualised provision.

The main priorities in the school's plan
We take advice on the support needed for children with disabilities and work with experts to ensure that they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support;
- The Inclusion Lead has an overview of the needs of disabled pupils;
- There are high expectations;
- There is appropriate deployment and training of learning support staff;
- Successful practice is shared within the school;
- The school works with partner schools if appropriate;
- Disabled pupils have access to extra-curricular activities.

Accessibility Plan 2021 – 2022 Review

	Issue	Action	Resources	Timescale	Completed
1	Automatic doors for ease of access for disabled pupils/parents	Automatic doors to main reception	£2,000	Summer 2022	This item has now become part of a wider project to improve the school entrance.
2	The new curriculum and SEND review means we need to develop our	Create a peace garden.	£8,000	Summer 2022	Quotes obtained and plans drawn up and will

	resources for outdoor learning and mindfulness	Develop the space by the Anderson Shelter, including purchase of chickens and bees. Develop grounds further to support curriculum and different learning styles.			be a significantly lower cost of around £1500.
3	Reading material (across subjects) does not adequately promote all forms of diversity or families	Purchase reading material for the library and classrooms that promotes diversity in all forms. Displays to also promote diversity. Further audit via our ongoing curriculum review and SEND review.	£2,000	Autumn 2021	Some reading material purchased as part of Take One Book. Redistribution of other books into the library. This aim will continue.
5	Ensure safety for visually impaired pupil when using steps up to playground	Paint edges of steps up to the playground and sign with a one-way system	Site Team	Annual	Yes
6	Ensure that all school trips and residential visits are accessible for pupils with physical or learning disabilities	Training for visit leaders Evolve visit forms and risk assessments ensure accessibility	EVC and all Visit Leaders	On-going	Yes (on-going)
7	Ensure that the curriculum is fully accessible to pupils with a learning or physical disability	Alternative communication systems Additional resources as required (for example large print texts)	£500	On-going	Yes. Communication in print purchased summer 2022.
8	Buildings and classroom layouts do not allow ease of access for pupil with specific and complex needs due to join the school.	Work with parents and Occupational Health, our Inclusion Team and other agencies as required to draw up a plan for reasonable adjustments to be made in preparation for pupil attending.	£ not yet known	By Sept 2022 Action will not happen if pupil does	Project completed summer 2022. The project was (as determined by ECC) to be installation of a

		Agreed adjustments in place in time for pupil to start. In reviewing provision for specific pupil, review use of all space available both buildings and outside space in order to ensure it is being effectively utilised for all pupils. Actions following.		not join the school. These review processes will go ahead regardless of pupil attending.	disabled toilet and entrance renovation.

Accessibility Plan 2022-2023

	Issue	Action	Resources	Timescale	Completed
1	Automatic doors for ease of access for disabled pupils/parents	Automatic doors to main reception	£2,000	Summer 2023	
2	Spaces around the school site are not utilised enough to support outdoor learning, mindfulness and places to support self-regulation	Create a peace/sensory garden. Develop the space by the IT suite. Develop grounds further to support curriculum and different learning styles, including the quiet area.	£8,000	Spring 2023	Part completion Autumn 2022 linked to the OPAL project and healthy ambassadors, the quiet area has been improved in terms of physical appearance, expectations for use and resources.
3	Reading material (across subjects) does not	Purchase reading material for the library and classrooms that promotes diversity in all forms.	£2,000	Autumn 2022	

	adequately promote all forms of diversity or families	Displays to also promote diversity. Create a Diversity Working Party.			
4	Ensure that all school trips and residential visits are accessible for pupils with physical or learning disabilities	Training for visit leaders Evolve visit forms and risk assessments ensure accessibility	EVC and all Visit Leaders	On-going	Yes (on-going)
5	OPAL audit identified need to improve range of activities available at breaktimes for disabled pupils.	OPAL project and expertise purchased. Grounds audit November 2022 to identify specific areas to develop.	£10,000 (for whole OPAL project)	Autumn 2023 (as part of whole project)	Audit completed Autumn 2022.
6	Engagement could be improved for pupils with SEND and relatively poor mental health (in particular that impacts on behaviour and/or attendance).	Inclusion Framework bid to county for renovation of the bungalow to become and arts and media centre.	£45,000	Summer 2023	