



STONELOW JUNIOR SCHOOL ACCESSIBILITY PLAN

JAN 2022 - 2025

INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has 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 and
- to plan to increase access to education for disabled pupils.

DEFINITION OF DISABILITY IN DDA

A person has a disability if they have a physical or mental impairment with an adverse effect on the person's ability to carry out day to day activities. The effect must be:

- Substantial and
- Long term.

AIMS

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 and
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

PRIORITIES

Stonelow Junior School has identified its priorities through:

- Data collection and analysis including SATs results, Quality assurance, peer support and ASP [analysing school performance] and
- Consultation including pupil interviews, parent discussions, links with feeder schools and multi-agency meetings such as Annual Reviews.

Our priorities are:

1. To increase access to the broad school curriculum through appropriate teaching and learning, participation in after school activities, leisure and cultural activities and school visits.
2. To improve access to the physical environment of the school including improvements to the physical environment and provision of aids to access education.
3. To improve the delivery of written information including the provision of texts, timetables, worksheets, homework, school visit information etc in an appropriate format

RESPONSIBILITIES

LAs have the responsibility for preparing a written accessibility strategy, which must be implemented over a prescribed period of time, kept under review and be revised if necessary, to achieve the three broad aims.

School Governors have the responsibility for preparing a written accessibility plan, which must be resourced, implemented over a prescribed period of time, kept under review and be revised if necessary, to achieve the three broad aims. Governors have a duty to publish information about their accessibility plan in the School Prospectus. The plan must be reported on annually.

The Headteacher has the responsibility to advise the Governors, implement the plan and to report to the governors.

The Special Needs Coordinator has the responsibility to take part in relevant training, monitor disability provision, to consult with staff about disability issues and keep the Headteacher informed, and to work with and advise the Headteacher on disability provision developments.

All staff members have the responsibility to keep the SENDCO or Headteacher informed of any concerns or issues about the school's provision for disabled pupils and any implications this may have for staff needs as they arise.

ACTION PLANS

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Disability Equality scheme and Accessibility plan 2022 - 2025

| Priority | Action | Persons responsible | Monitoring/ Time | Resources/ Costing | Outcome/ Success criteria |
|--|---|----------------------------|-------------------------|-----------------------------------|--|
| <i>Make improvements to the physical environment of the school.</i> 1. To improve the security of / access to the | <ul style="list-style-type: none">Maintain internal and external decoration in appropriate colour scheme for ADHD / ASD and sight impairment pupils | HT / Area Surveyor | 2022/23 | Buildings and Improvements budget | Environment suitable for the needs of individual pupils. |

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| grounds around the school 2. Improve access for all stakeholders | <ul style="list-style-type: none"> Improve the quality of playground resources and activities | HT / RS | By 2024 | Sports Premium budget | Outdoor area enjoyable and accessible to all children |
| | <ul style="list-style-type: none"> Improve the entrance to school to provide more space [entrance extension / canopy etc] | HT / Area Surveyor | By 2023 | School budget / DFC / match funding | Accessibility for all improved |
| <i>Increase access to the curriculum.</i> 1. To ensure all pupils have equal access to the curriculum | <ul style="list-style-type: none"> Provide support for families through the development of the Family Support worker role | HT / SENDCO / FSW | FSW trained and working to contract | School staffing budget | Support in place for families of all children |
| | <ul style="list-style-type: none"> Use Pupil Premium money to secure the best results | HT / govs | Feedback time / target setting [Sutton trust] | Pupil Premium funding | Additional funding having an impact on progress and attainment |
| | <ul style="list-style-type: none"> Create on-site school alternative provision to ensure that all pupils can access a curriculum that meets their needs | HT/ EK | By Sept 2024 | School budget | Alternative Provision in place |

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| | <ul style="list-style-type: none"> Provision map and support available for most vulnerable children | SENDCO | Updated termly each year | SENDCO non-contact time | Tracking information SENDCO report to Governors |
| <p><i>Make written information available to pupils in a range of different ways.</i></p> <p>3. To improve communication for all stakeholders to ensure full inclusion</p> | <ul style="list-style-type: none"> Follow LA policy of a minimum print size of 13 [preferably 14] for all written communication with parents | HT / SD | Ongoing | No additional cost to school | Effective written and electronic correspondence Adhering to LA regulations |
| | <ul style="list-style-type: none"> Update school website | HT / DHT / Govs | Termly | Non-contact time / supply cover | Clear information in prospectus and on website |
| | <ul style="list-style-type: none"> Keep governor newsletter up to date | Govs | Annually | No additional cost to school | Parents aware of role of Governors |
| | <ul style="list-style-type: none"> Parent friendly policies available on website | HT / DHT | Ongoing | No additional cost to school | Policies written clearly and shared with parents |
| | <ul style="list-style-type: none"> School Parenthub for shared information | SD | Ongoing | No additional cost to school | Effective written and electronic correspondence |

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| | <ul style="list-style-type: none"> • Translation of important information into other languages where necessary | HT | Ongoing | No additional cost to school | EAL parents included in the whole school community |
| | <ul style="list-style-type: none"> • Family support worker role available to secure inclusion of all children and families in school | HT / SR | Daily | FSW salary | Support for all families on a daily basis |