

Accessibility plan Uplands Junior School

Governor approval on 22.11.21



Uplands Junior School

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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.

Our school vision

At Uplands Junior School, our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Working together, we want to nurture personal talents, discover new ones and encourage everyone to be the best they can be.

We want to build a culture of respect for each other, for our environment and for ourselves.

We want our children to leave with a sense of personal achievement and pride in their school and community, equipped with the emotional, social and practical skills for their next challenge.

Our vision supports Wolverhampton LA's commitment to promoting disability equality and educational and social inclusion.

Our Values

Our values are reflected in our whole school motto:

Respect For All

'Respect for All' underpins everything we do at Uplands Junior School. We hold The Rights Respecting School Award (RRSA). This helps pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. Along with this the British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs form our school values and are embedded in our culture.

Our Aims

Through our culture, curriculum and practices we aim:

- To provide a secure, happy, attractive and inclusive environment where all children and staff are given full opportunity to develop the abilities they possess and reach their full potential
- To help all children become resilient learners, to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
- To increase staff and children's knowledge, skills, experience, understanding and imagination and to provide them the opportunities to challenge themselves, learn from their experiences and grow in confidence
- To provide engaging and quality teaching that recognises personal needs, effort, achievement and progress
- To engage parents in school life and their children's education through active participation and effective communication ensuring a shared understanding and reinforcement of our school values
- To work in partnership with each other, with parents, with other schools and the wider community to develop support networks and enrichment opportunities that enhance learning for staff and children.
- To instil respect for religious and moral values, and tolerance for other races, religions and ways of life and to help pupils to understand the world in which they live
- To put the wellbeing of the children and our staff at the heart of our school
- To assist children to come to terms with their own physical and emotional developments to ensure, wherever possible, that each child will grow into a mature, creative, tolerant, and independent adult well able to play a full and constructive role in a rapidly changing technological world

)Written collectively by Governors, Staff, Parents and Pupils in 2018)

The plan will be made available online on the school website, and paper copies are available upon request. Staff, pupils, parents and Gpvernors will be made aware of this policy.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 | OBJECTIVES | 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> | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • All staff seek to remove barriers to learning and participation • Staff provide alternative ways of giving access to an experience (eg physical activities) | <p>Raise the profile of SEND pupils across school, resulting in greater ambition for SEND pupils, so that outcomes can improve more rapidly</p> <p>Review the effectiveness of SEND interventions in school in improving outcomes</p> <p>Provide opportunity for the SENCO to move to a more strategic role rather than operational</p> <p>Develop the knowledge and skills of staff in understanding teaching and learning strategies used in KS1 to support SEND pupils</p> <p>Develop the knowledge and skills of staff in understanding strategies to support main areas of SEND need in school</p> | <p>Staff meeting sessions on SEND</p> <p>INSET days on SEND strategies</p> <p>Links with external agencies for advice and support</p> <p>Review the role of the SENDCO</p> <p>Purchase resources as required to support pupils with SEND</p> <p>Review the planning of the curriculum and lessons so that learning is not capped for SEND pupils and expectations are consistently high</p> <p>Ensure curriculum delivery is multi-sensory and allows for engagement of all pupils</p> <p>Make reasonable adjustments on a case by case basis</p> <p>SEND Questionnaire for parents/carers to gather viewpoints</p> | <p>All staff led by SLT and SENDCO</p> | <p>Long term goals for 3 academic years</p> <p>2021-2022</p> <p>2022-2023</p> <p>2023-2024</p> | <p>SEND pupils feel valued and are happy within our school</p> <p>Outcomes for SEND pupils are at least in line with National figures</p> <p>Interventions are effective and SEND pupils make at least expected progress (and some beyond)</p> <p>Curriculum is engaging and interesting. All pupils access the whole curriculum</p> <p>Individual needs are met and children with specific difficulties will be supported</p> <p>Staff knowledge of the specific areas of SEND need has improved and strategies are widely used</p> |

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| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramp at main entrance • Accessibility lift in school • Disabled parking bay • Disabled toilets and changing facilities • Automatic doors at main entrance • Electric gate at front entrance • Security fencing • Year groups moved around due to upstairs classrooms (to cater for pupils and/or staff with mobility issues) | <p>Consider researching improved access for pupils with a hearing impairment (we currently do not have any hearing impaired pupils)</p> | <p>Investigate the implementation of a hearing loop system</p> | <p>Headteacher SENDCO</p> | <p>July 2022</p> | <p>School is aware of how to implement a hearing loop should the need arise</p> |
| | | <p>Physical adjustments to be made to the classroom environment on a case by case basis e.g. tilt tables, specialist chairs, foot rests</p> | <p>Seek advice and support on an individual case basis on making adaptations to their physical environment</p> | <p>SENDCO</p> | <p>Ongoing</p> | <p>Children are supported to give them full access to the school site</p> |
| | | <p>Continue to purchase new furniture for classrooms that is the correct height for pupils to work comfortably</p> | <p>New furniture for Year 5 June 2021</p> <p>New furniture for Year 6 June 2022</p> | <p>Headteacher</p> | | <p>Children have a comfortable and suitable seat and desk to work from</p> |

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| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Newsletters • Text service • Internal signage • Information shared via the website • Letters home • Information shared on Facebook page • Large print resources where required • Coloured overlays and backgrounds where required • Face to face meetings | <p>To ensure that information can be accessed by parents with Dyslexia or have EAL</p> | <p>Letters to be read out to class</p> <p>Information communicated orally to pupils</p> <p>Speak to individual parents known to school where required</p> <p>Use expertise within school for supporting parents with EAL</p> <p>Use Google translate where required</p> <p>Parent survey (Summer 2022) to include opinions around communication</p> <p>Pupils with SEND may need instructions broken down and/or repeating in order for them to access the curriculum</p> | Headteacher | July 2022 and then ongoing | <p>Parents and pupils report feeling well informed and that communication from school is good</p> <p>Pupils can access information to meet their individual needs</p> |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.
It will be approved by the Governing board

5. Links with other policies

This accessibility plan is linked to the following policies and documents

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

