



Horsell C of E (voluntary aided) Junior School

At Horsell C of E Junior School we believe we are all 'made in the image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

ACCESSIBILITY PLAN	
Date adopted:	November 2023
Author/ Owner:	Mrs Celia Wand, Headteacher
Approved by:	Mrs Anne Smith, Chair of Governors
Date approved:	December 2023
Due for review:	December 2026

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this 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. We are a Church of England school and hold our Christian values very dearly, particularly those of justice and dignity which support that equality and inclusion are at the heart of everything we do.

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

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, this procedure 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, staff and governors.

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 <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>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Quality first teaching techniques</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>	Ensure that curriculum resources include examples of people with disabilities.	<p>Heads of Year to facilitate planning.</p> <p>Deputy Head and Inclusion lead to support and monitor.</p>	<p>Deputy Head</p> <p>Assistant Head (Senco)</p>	Summer 2024 – then ongoing as planning is adapted	Children become more accepting of people with disabilities including those with hidden disabilities (ADHD, ASD)

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils if disabled access is required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • A ramp to access the main building • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Assess cost of ramp access to nurture room, Redwood, and step free access from lower school area of school (Y3 corridor).	To assess costings of ramp access to areas of school which are currently inaccessible.	Bursar Assistant Head (Senco) Headteacher	July 2024	School site is physically accessible for all.
Improve the delivery of information to pupils with a disability	<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 • Coloured paper and resources for children with dyslexia 	<p><u>Short term objectives:</u></p> <p>Large print resources</p> <p><u>Medium term objectives:</u></p> <p>Pictorial or symbolic representations for signs</p>	<p>To ensure accessible documents are available for pupils, parents, staff and visitors as required.</p> <p>To increase visible signage, including pictorial and symbolic.</p> <p>.</p>	SBM Assistant Head (Senco) Headteacher	Summer 2025	All communication and signage are accessible to all.

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 body.

5. Links with other policies

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

- Risk assessment policy
- 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

Accessibility Audit : Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None.	n/a	Summer 2021
Corridor access	Year 6 area has wide corridors.	Audit other areas of the school for width of corridor access.	Site manager	Summer 2021
Lifts	There is no need for lifts as we are one storey.	None.	n/a	
Entrances	Ramps to access front, Y5 and Y6.	Audit other areas of the school for entrance access	SLT	Summer 2021
Ramps	There is a ramp at the front of the school for access to the main building. Ramp to Y5 and Y6. Redwood/Nuture Room? Access from Y3 end of school directly to playground?	Audit the other areas of the school.	SLT	
Toilets	There is one disabled toilet situated in the main building and one in the Year 6 area.			
Reception area	Check width of entrance area for wheelchair access		SLT/Site Manager	Summer 2021
Internal signage	Could this be improved to include pictorial or symbolic signage?		AH	Summer 2021

Emergency escape routes	To assess		Site Manager	Summer 2021
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