



Pound Hill Junior School

POUND HILL JUNIOR SCHOOL ACCESSIBILITY PLAN

Approved by: Governing Body

Date: March 2023

Next review date: March 2024

Rationale

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Objectives

To reduce and, where possible, eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff and visitors with a disability.

Principles

- ✓ Compliance with the Equality Act 2010 is consistent with the school’s approach to equal opportunities and the operation of the school’s SEND policies:
- ✓ The school recognises its duty under the Equality Act 2010:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan
 - The Pound Hill Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- ✓ In performing their duties, governors and staff will have regard to the Equality Act 2010.
- ✓ The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities and respects the parent’s and child’s right to confidentiality.
- ✓ The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges.
 - Responding to pupils’ diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives above.

Education and Related Activities

The school will continue to see and follow the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts. Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Physical Environment

In collaboration with the West Sussex SEN Team, the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Provision of Information

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

Current Accessibility Support

- ✓ Classroom support
- ✓ Targeted intervention support
- ✓ TA support
- ✓ 1-to-1 TA Support
- ✓ A range of interventions such as narrative therapy, Lego therapy and social skills groups.

Behavioural/Emotional

- ✓ Pastoral support
- ✓ Referral to appropriate agency eg Educational psychologist, Learning and Behaviour Team
- ✓ School Counsellor

Physical

- ✓ Liaison with school nurse
- ✓ Speech and Language therapist
- ✓ Liaison with specialist teacher advisor for physical difficulties to meet individual needs, e.g. Occupational Therapy

Linked Policies:

- School Development Plan
- SEND Offer
- SEND Information Report
- Teaching and Learning Policy

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

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The priorities for the Accessibility Plan for our school were identified by:

- ✓ The Governing Body
- ✓ Head Teacher
- ✓ SENCO
- ✓ Staff