

Lee-on-the-Solent Junior School

Accessibility Plan



Review Date:

November 2024

Signed by Chair of Governors:

A. M. Lees

Signed by Headteacher:

L. Faulkner

The purpose of this plan is to provide responsive and accessible services for all stakeholders with disabilities at Lee-on-the-Solent Junior School, promoting equality and challenging discrimination.

We value all people and the diversity that they bring to the School. The purpose of this plan is to lay out our commitment to promoting disability equality in terms of recruitment, facilities, accessibility, attitudes, behaviour, access to learning and social life.

This plan arises from The Disability Discrimination Act (DDA) 1995, The Special Educational Needs and Disability Act (SENDA) 2001 and Equalities Act 2010 requiring all public sector organisations to be proactive in promoting positive attitudes to disability. The Disability Discrimination Act 1995 states that a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

We will strive to champion equality for people with disabilities and aim to lead in the following ways:

- Provide responsive and accessible services for all employees, parents and learners.
- Promote equality of opportunity between disabled people and other people.
- Promote inclusion for disabled people through all school policies.
- Take account of people's disabilities, even where that involves treating some people more favourably than others.
- Challenge and eliminate all forms of discrimination and disability related harassment.
- Encourage participation by people with disabilities in public life.
- To promote positive attitudes towards people with disabilities.

Scope

Our commitment to this plan builds on the progress already made at Lee-on-the-Solent Junior School in promoting disability equality and fulfils the requirement to have an Accessibility Plan in place. By building on the good practice already established, we aim to continually develop our positive approach in promoting disability equality for all people and are determined to embed Disability Equality as a key aspect in all strategic planning.

The plan will be reviewed annually and revised as required on behalf of the governors by the Resources Committee. It will be supported by an action plan to improve disability equality derived from consultation with external agencies, learners of all abilities; local community disabled groups and staff. We value the input and diversity that individuals with disabilities bring to this process. It is intended that the plan will provide an effective link between all members of the School community including all staff, parents, learners, service users and Governors.

Impact Assessment

We recognise that all School policies and procedures need to be reviewed in light of the plan to ensure that they are designed with disabled people in mind. Impact assessment is a method of reviewing policies and practice to evaluate their effectiveness and to eliminate discriminatory practice. This work will be carried out by members of the Resources Committee in consultation with learners and staff with disabilities.

A number of policies should be subject to early impact assessment, for example: Admissions, Equality, Behaviour, Staff code of conduct.

Information

The School will gather and report on a range of information relating to stakeholders with disabilities. The information will be evaluated by the Resources Committee and reported to the Governing Body. The report will include an analysis by specific disability to determine whether the needs of learners and other stakeholders have been met. The recommendations of the report will feed into the School Improvement Plan.

Report to Governors: Accessibility November 2021

The Purpose and Direction of the Plan:

At Lee-on-the-Solent 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. Lee-on-the-Solent Junior School promotes 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;
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We acknowledge that there may be times when this is impossible or inappropriate after reasonable adjustments have been made and despite our best effort.

Information Gathered from Pupil Data

We currently have a whole range of children of all backgrounds, needs and abilities. This year:

- asthma
- eczema
- hearing impairment
- visual impairment
- rare syndromes
- allergies – including those requiring Epi-Pens

Views of those consulted during the development of the plan

The plan has been created by the SENDCo in conjunction with the Headteacher, support staff and pupils with disabilities.

Main Priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school.***

The action plan ensures that:

SEN/Accessibility Plan 2021-24

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO 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.
- Disabled pupils have access to extra-curricular activities.

Action plan

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring
1.	<i>Raise staff awareness of disabilities issues whenever appropriate</i>	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. Health Authority. Disability Rights Commission. All school staff.	Ongoing	<i>Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff.</i>	SENDCo
		Promote disability equality via Staff meetings. PSHE lessons. Assemblies. Celebrating difference.	Whole Staff	Ongoing	<i>Increased whole school awareness of disability issues.</i>	SENDCo
3.	<i>Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.</i>	Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher	Ongoing	<i>School trips & residential visits are accessible for all pupils.</i>	EVC
4.	<i>Ensure that after-school clubs and care provision facilities are accessible for all pupils.</i>	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required	Leaders of extra-curricular clubs	Ongoing	<i>After-school clubs and care provision is accessible for all pupils.</i>	SENDCo
5.	<i>Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.</i>	Consider alternative communication systems.	All Staff. Subject leaders. Advisors for sensory impairments.	Ongoing	<i>Curriculum is fully accessible for all pupils.</i>	HT Subject Leaders

		<p>Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.</p>	Subject advisors.			
6.	<p><i>School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)</i></p>	<p>Policies to include: Content Strategies Resources That could be employed when planning for pupils with difficulties or disabilities.</p>		Ongoing	<p><i>Policies include provision for pupils with difficulties or disabilities</i></p>	Policy writers