



Accessibility Plan

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| Committee Responsible | Full Governing Body |
| Member of School Staff Responsible | Mr J Clark |
| Review Frequency | Annually |
| This Version Dated | September 2018 |
| Next Review Due | September 2019 |

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The Action Plan will form part of the Resources committee and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee.

Hiltingbury Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Hiltingbury Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored through the Governor Resources Committee

Vision and Values:

Hiltingbury Junior School has high aspirations for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school will

- Set suitable learning challenges
- Respond to pupils diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

Aims and Objectives

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views. The action plan outlines priorities that will increase the extent to which pupils can participate in the school curriculum including

- School visits and residentials open to all
- All children can access computer technology
- Seeking to remove barriers to learning and participation

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, school trips for pupils with medical needs. The whole of the ground floor of the school building is accessible to wheelchair users. As a school we have ensured that we improve the physical environment in some of the following ways:

- A bespoke disabled toilet for children
- Providing a purpose built 'life skills' room for those with particular needs
- All new furniture meets the needs and suits all children e.g. 'wheelchair accessible desk in new ICT suite.

Curriculum:

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, and core subjects

for pupils with learning difficulties. Other issues can affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. Hiltingbury Junior seeks to improve the delivery of disabled pupils in the curriculum (where appropriate to need) by:

- Providing information in simple language, symbols, print, coloured overlays etc.
- Ensure information is presented in a user friendly and age appropriate way.
- Ensure staff are familiar with practices and technology to support disabled pupils including teaching methods to help support or speech and communication children from the HSLC
- Ensure preferences expressed by pupils or their parents are taken into consideration
- Modification of the curriculum to support children with different needs, for example, adapting a games lesson to suit a child in a wheelchair.

Accessibility Action Plan

| Issue being addressed | Action being taken | Success Criteria | Responsible for Monitoring | Timescale |
|--|---|---|----------------------------|---|
| Accessibility of residential for pupils with restricted movement | Each residential is looked at with parents and professionals to decide on the modifications needed. | Modifications made so that the child is able to access the residential | Helen H | Ongoing for different children as they move up the school |
| To look at the language around disability | Look at terminology used for different situations e.g. disabled toilet, and see if it is the most appropriate. | Modifications made where appropriate to disability language use. | Helen Jon | By Autumn 2018 |
| Evacuation procedures fully considered and tested | Devise personal risk assessments and plans for evacuating disabled children from the school building. Test these plans in different scenarios | Risk assessment plans written and tested. Plans modified in light of fire practises | Helen Jon Mike | Ongoing for different children |
| Policies comply with the equalities act 2010 | Review all statutory policies to ensure that they reflect inclusive practice and procedure | All policies clearly reflect inclusive practice and procedure | Jon Governors | July 2019 |

Approved: September 2018

Reviewed:

For Review: September 2019