



Whitstable Junior School

Accessibility Plan and Policy

Governors' Committee Responsible: Resources Committee

Policy Originator: SENCo

Status: Statutory

Review Period: 3 yearly

Date approved: June 2024

Next review date: June 2027

1. Aims

Definition of disability: The Equality Act 2010 states, 'you're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'. Within this policy we refer to disability in the broadest sense of the word.

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

'Learning today for Life tomorrow.'

Whitstable Junior School Community Code

- Be Safe
- Be Kind
- Be Responsible

At Whitstable Junior School we share a life-long love of learning and celebrate success in all its forms. We recognise that a proportion of our students have Special Educational Needs and/or Disabilities (SEND). We are committed to making appropriate provision for them to ensure that they have full and equal access to the curriculum and are enabled to reach their full educational potential, leaving Whitstable Junior School well prepared for their next stage in education and beyond. We will support all our pupils to take responsibility for all aspects of their learning. We will make sure that every child, whatever their need, has a sense of belonging, feels safe, nurtured, respected and is valued for who they are. Inclusion is positioned at the heart of our school - we are committed to inclusion and removing any potential barriers to learning and participation. We believe in equality of opportunity and we aim to create a kind, supportive yet challenging environment that values difference and recognises the achievements of all children.

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, 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

AIM <i>R = Race, D = Disability, G/S = Gender/Sexuality, R/B = Religion or Belief</i>	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability R,D,G/S,R/B	<ul style="list-style-type: none"> • Our school offers a differentiated/adapted 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 – through regular 	Ensure staff are aware of all needs Up to date training in SEND	All staff to have access to the SEN register. Relevant assessments and reports are shared with staff and kept in the document vault on CPOMS for easy access	SENCo	ongoing	Children's needs met at an individual level

	<p>assessment and pupil progress meetings</p> <ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Training for all staff in Autism, ADHD and Speech and Language • All staff have specific training on disability issues. 					
<p>Improve and maintain access to the physical environment</p> <p>D</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift in the Year 6 block • Corridor width • Disabled parking bays • Disabled and 	<p>Ensure corridors are 'clutter free'.</p>	<p>To check areas are clear regularly throughout day.</p> <p>Site manager undertake site check every morning.</p>	<p>All staff</p> <p>Site Manager</p>	<p>Ongoing</p>	<p>Safe and clear access for all</p>

	<p>gender neutral toilets and changing facilities</p> <ul style="list-style-type: none"> Library shelves at wheelchair-accessible height <p>We liaise with outside agencies eg SALT/STLS to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>					
<p>Improve the delivery of information to pupils with a disability</p> <p>D</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations <p>Specific disabilities: Hearing</p> <ul style="list-style-type: none"> Ensure seating plans 	<p>Ensure all children have access to and understand information around the school monitoring Site manager SLT Ongoing All children can access information at their level.</p>	<p>Ongoing monitoring</p>	<p>Site manager SLT</p>	<p>Ongoing</p>	<p>All children can access information at their level</p>

	<p>facilitate maximum lip reading/listening opportunities for Hearing Impaired children.</p> <ul style="list-style-type: none"> • Provide transcripts for audio tapes where possible-videos to have subtitles • Identify possible hazards to HI children-hearing fire bell-ensure child is fully aware of the escape plan (PEEP - Personal Emergency Evacuation Plan) aids <p>Visual</p> <ul style="list-style-type: none"> • Ensure pupils with Visual Impairment can access the curriculum • Ensure physical environment is clear and safe to enable Visually Impaired pupils to move around building easily and safely. 					
Improve inclusion	<ul style="list-style-type: none"> • Our children 	Ensure provision	Use of inclusive	PE Lead	Ongoing	Engagement of

of children with a disability D	have access to a range of sports. Children to engage in playing sports against other schools.	for P.E and Games is Inclusive for all children	sports See also PE action plan	SLT		sport for all
Provide Risk Assessments for all school visits D	<ul style="list-style-type: none"> • Ensure Risk Assessments are in place to ensure that all children including children with physical disabilities can access trips • Ensure staff are fully briefed with regards to children with SEND • 1:1 adult to accompany SEND children on trips if required as part of individual risk assessment • Venues and transport checked for suitability 	Ensure Risk Assessments are in place and updated when necessary. Save centrally for all staff to access	All staff to write Risk Assessments	All staff	Ongoing	All aware of procedures in place
All school events to be inclusive	<ul style="list-style-type: none"> • All school events can be adapted to include all 	Ensure all school events are	Procedures are in place for all	School event organisers	Ongoing	All children to have equitable access to all

R,D,G/S,R/B	<ul style="list-style-type: none"> children Discuss school events with all staff 	inclusive.	learners.			events as systems are in place.
Increase Pupil voice	<ul style="list-style-type: none"> Ensure that children are given opportunities to share concerns, views and ideas they may have. Adaptations are made as needed. Promote school council - regular meetings and Pupil Leadership Team 	Ensure children have opportunities for decisions in school.	Regular meetings and sharing of ideas/suggestions. Opportunities for feedback to classes.	Class teachers SLT	Ongoing	Children to have a voice in whole school decisions.
Promote understanding of diversity R,D,G/S,R/B	<ul style="list-style-type: none"> All staff to take practical account of diversity and promote equality and inclusion in their teaching 	All staff to promote	Focus of ongoing monitoring cycle and Governor monitoring	All staff	Ongoing	Culture of diversity and inclusion is clear
To promote inclusive language and behaviours R,D,G/S,R/B	<ul style="list-style-type: none"> Language and behaviours of all stakeholders towards others is consistent, regardless of specific characteristics. 	Expectations of behaviour and appropriate language are made clear to all stakeholders. Consequences of inappropriate action are clear	Monitoring and ongoing CPD	All staff	Ongoing	Language and behaviours of all is inclusive

		and consistent.				
To develop the understanding of different races and cultures and the impact that this has on us in the UK. R/B	<ul style="list-style-type: none"> Children have opportunities to listen to and share with people from different races and cultures 	Increase opportunities for representatives from different races and cultures to come into school.	Curriculum reviews – termly. Subject leads to identify opportunities	Subject leads	Ongoing	Understanding of race and culture is deepened
To develop practices around gender identity G/S	<ul style="list-style-type: none"> Review Produce school policy for Transgender Children 	School has a clear policy for managing situations where members of the school community are dealing with transition around gender.	Transgender policy reviewed every 3 years and in line with government policy	SLT and stakeholders		Needs of transgender pupils is understood
Communication with Parents R,D,G/S,R/B	<ul style="list-style-type: none"> Ensure parents have access to our SEN provision/SEND school offer currently on website Ensure parents can contact SENCo at any time Parents can meet with SENCo to 	Ensure parents have access to SEND information.	Information shared when appropriate. Website updated and has all relevant information. Offer to translate relevant information if needed. Information can be shared verbally if	SENCo SLT Admin staff	Ongoing	Parents have access to information they need.

	<p>access further support and advice</p> <ul style="list-style-type: none">• Ensure the SEND Information Report is accessible and informative for parents• Create new parent forum		required.			
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4. Monitoring arrangements

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

It will be approved by the governing board

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
- SEND policy
- Supporting pupils with medical conditions policy
- Transgender Policy
- Complaints Policy