



Blue Gate Fields Junior School

Accessibility Plan

Policy details:

Date of policy: September 2018

Last updated: November 2021, November 2023

Date of next review: November 2026

Person (s) responsible for implementation and monitoring:

Sian Acreman (Head Teacher)

Signature (Chair of governors)

Signature (Head teacher)

Date:

Please refer to the related policy documents:		
Supporting pupils with medical conditions policy	SEND	Equalities information and objectives
Risk assessment policy	Health and safety policy	

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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.

At Blue Gate Fields Junior School, we aim to provide a safe, happy and exciting learning environment where all children enjoy limitless aspirations. We want our children to be motivated to learn in partnership with a kind and collaborative school community. We aim to have positive relationships with our parents, carers and the wider community. At Blue Gate Fields Junior School, we value one another regardless of educational or physical need, race, gender, religion or disability.

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. We enjoy support from the Local Authority service providers such as behavioural support, guidance to support pupils who are visually impaired and speech and language services.

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 of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This plan sets out the proposals of the Governing Body of the school to improve access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associate services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed as necessary. An action plan shows how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils.

It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school.

This plan considers the following three areas as identified:

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and disabilities. Working with the Local Authority and Educational Psychology Service, the SENCO manages the Statutory Education and Health Care Plan process, ensuring additional resources are available where appropriate.

The school works closely with specialist services including:

- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- CAMHS

- Health Specialists
- Steven Hawkings School
- Local Authority services such as behavioural support services.
- Disability Advisory Teacher for the LA
- Service for Deaf Partially Hearing
- Specific Learning Difficulties Team- SpLD Advice and Monitoring
- Phoenix Outreach services

Improving access to the physical environment of the school

This element of the Planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to enhance the environment to meet the needs of all pupils and to ensure that they have access to all aspects of education offered by Blue Gate Fields Junior School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils with differentiated teaching groups and teaching approaches.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</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> <p>Pupils access sports including adapted games such as boccia.</p>	<p>We aim to ensure that financial restraints do not impede pupil access to learning and the curriculum.</p> <p>To ensure continued CPD for all staff as pupils needs change and evolve.</p> <p>To install a Medical Tracker online resource</p> <p>To maintain links with Steven Hawkings School and Phoenix for specialist support.</p> <p>To ensure that school visits and trip are accessible to all pupils.</p>	<p>CPD to remain flexible as needs arise, or are anticipated during Infant to Junior transfer.</p> <p>Medical Tracker:</p> <ul style="list-style-type: none"> • Staff will be trained to record information • Pupil needs will be tracked and monitored • The tracking device will support timely communication with parents and carers <p>Ensure that trips and visits are vetted for suitability.</p> <p>To ensure that professional advice is sought where</p>	<p>SLT</p> <p>SENCO</p>	<p>Ongoing</p>	<p>The school will be able to offer readily accessible learning for all pupils.</p> <p>Staff are confident in the support that they are able to offer.</p> <p>All pupils are able to access all school trips and take part in a range of activities.</p> <p>All pupils have access to P.E. and are able to excel. Professional health</p>

	<p>Sport Leaders support pupils in accessing the games.</p> <p>SEND pupils are taught targeted P.E. sessions.</p> <p>Disability sports are promoted through visits to Paralympics and Para World Championship Athletics.</p> <p>The Nurture Group allows pupils to access a specific and tailored curriculum that explores the outside world.</p> <p>The school works with Claudine Rausch (Disability Advisory Teacher) to ensure that pupils who cannot attend school regularly are able to access the curriculum through home tutoring.</p> <p>The school supports liaison with NHS services for specialist professional advice.</p> <p>The school has a washing machine and tumble drier which allows staff to ensure pupil cleanliness and means that the pupils can stay in school for longer than they might otherwise.</p> <p>Staff are trained continually as needs change and evolve:</p> <ul style="list-style-type: none"> • Using the hoist • Manual handling • Feeding tube <p>The school maintains an accurate record of medical and physical needs.</p>	<p>To review the P.E. curriculum and planning to ensure accessibility.</p> <p>To review curriculum areas and planning to include disability issues.</p>	<p>access to the P.E. curriculum is challenging.</p> <p>To include specific references to disability equality in curriculum review.</p>			<p>advice will be used to differentiate the curriculum where necessary.</p> <p>Disability issues are introduced into all curriculum areas.</p>
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	The school provides taxi services for physically impaired pupils to access educational visits.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Flat access on the ground floor • An elevator • Wide corridors and doors • Access to parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • A wheel chair is available in school • Hoist and ceiling track • The school has provision for storing specialist equipment such as a bike, walking and standing frames • An evacuation chair • Exterior columns in the playground are covered in padded brightly coloured 	<p>To ensure that new building work create learning environments which cater for the needs of all pupils and are physically accessible.</p> <p>To be aware of the access needs of disabled children, parents, carers, staff, governors and visitors.</p> <p>To improve access to all playground area.</p> <p>To ensure that all disabled people can be safely evacuated.</p>	<p>Liaise with the Project Manager and building contractors to ensure that the new build is accessible.</p> <p>Ensure that the building work does not impede access to learning during the building process.</p> <p>Audit the playground to assess accessibility to all areas for physically impaired pupils.</p> <p>Ensure that risk assessments include access plans where necessary.</p> <p>Ensure that there is a personal emergency evacuation plan for all disabled pupils.</p> <p>Ensure that all staff are aware of their responsibilities in</p>	<p>SLT</p> <p>SENCO</p> <p>Premises Manager</p>	<p>As need arises or changes</p>	<p>The physical environment of the school is accessible to all pupils.</p> <p>All required equipment is installed and fully functioning.</p> <p>All key rooms and exits are fully wheelchair accessible.</p> <p>Updates are carried out on a regular basis including staff training.</p> <p>All school users are confident that the needs of disabled adults</p>

	<p>material to support play access for visually impaired pupils</p> <ul style="list-style-type: none"> • Bathroom accessibility allows pupils to shower in school • Three wheelchair accessible tables • For pupils returning to school following an injury, a risk assessment is completed with parents to ensure that the pupil is safely able to access the physical environment. • Person emergency Evacuation Plans (PEEPs) are written for pupils or adults who need assistance in the event of a fire or other emergency. 		<p>evacuation by being aware of the procedures.</p>			<p>and children are met.</p> <p>All staff are aware of needs and support strategies of all children with specific access issues.</p> <p>In the event of a fire, all staff and pupils are able to be safely evacuated, quickly and easily.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Accompanied optician/medical visits • Translation services 	<p>To constantly review the evolving needs of our pupils and parents.</p> <p>To add a translation tool to the website to allow multi-lingual access.</p>	<p>As needs change or arise, consider the needs of particular parents, families and children.</p>	<p>2019-2020</p>	<p>SLT SENCO</p>	<p>Is information in all formats readily accessible to all parents, families and children?</p>

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Maintain the lift	Premises Manager	ongoing
Corridor access	Wide, clear	Keep the corridors clear of obstructions and trip hazards	All staff	ongoing
Lifts	1	Maintain the lift	Premises Manager	ongoing
Parking bays	Shared with the Infant School	Communicate with the Head teacher to ensure disability parking can be made available.	Premises Manager Junior school Head teacher	ongoing
Entrances	Many; wheelchair accessible	Keep the entrances clear of obstructions and trip hazards	All staff	ongoing
Ramps	Not applicable			

Toilets	Two disabled toilets, on both floors			
Reception area	Wide, open; low desk, seating available			ongoing
Internal signage				
Emergency escape routes	Many; ground floors offer direct access to the playground	Keep the routes clear of obstructions and trip hazards	All staff	ongoing