Perryfields Junior School

Perryfields Enterprise Academy Trust

Accessibility Policy and Plan

Adapted From:	TheKey Leaders model policy
Reviewed:	November 2024
Approved By:	P.E.A.T Board
Approved Date:	4th December 2024
Review:	Every 3 years
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SUMMARY OF CHANGES – NOVEMBER 2024	
Section	**Detail**
Removal of sections 3, 4 and 5	3. Education and Related Activities 4. Provision of Information 5. Physical Environment
1. Aims	Additional sentence regarding students with English as an additional language. Additional wording re; staff training in equality issues.
4. Links with other policies	Inclusion of EAL policy.
5. Action plan	Additional wording to include; physical disability, SEND, SEMH or English as an additional language.

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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 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.

Students with English as an additional language will also be supported to make the curriculum and school activities accessible.

Compliance with the Equality Act is consistent with the school's aims and Equal Opportunities Policy, and the operation of the school's SEN policy. Perryfields Enterprise Academy Trust recognises it's duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- not to treat disabled pupils less favorably.
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- to publish an Accessibility Plan.

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.

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.

This policy complies with our funding agreement and articles of association.

3. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Trust Board.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- English as an additional language policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Supporting pupils with medical conditions policy
- Safeguarding and Child Protection Policies

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.

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a physical disability, SEND, SEMH or English as an additional language.	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. For example the use of individual workstations The curriculum is reviewed regularly to ensure it meets the needs of all pupils.	Review 'One Plans' and Care Plans for SEND pupils each term (M) Create a progression of skills which meet the needs of all pupils; adapting as necessary for those with disabilities (L)	SENCo to assist staff in the review and writing of One Plans AHT to liaise with subject leaders creating progression of skills within each subject area	SENCo AHT/Curriculum Lead	On going – termly review	School identifies needs of its community so it can plan accordingly. Staff aware of SEND duties. Through One Plan process, all stakeholders have an opportunity to contribute to improving school accessibility
	Curriculum resources include examples of people with disabilities.	Create a bank of books and resources (M)	English SL and SENCo to liaise with each other, audit and purchase suitable resources SENCo to	English Lead/SENCo	Termly review	All staff collaborate to use shared expertise to ensure progress of all pupils at Perryfields Junior School.
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	Half termly Pupil Progress Meetings to take place with specific focus on SEND (S)	ensure that the SEND register is up to date and accessible for CTs and their line managers. Meet half termly with CT's re SND pupils	SENCo	Oct Dec Feb Apr May July	

Improve and maintain access to the physical environment	Adaptations to the environment are maintained, updated and/or changed to ensure the needs of pupils are met. This includes: • Ramps • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To ensure that school site is suitable and accessible	Termly premises check by the external surveyor to identify works/ adaptations required (S)	Site Manager / SBM / HT	Termly	Site walks and One Planning process will include identifying access issues and action adaptations accordingly.
Improve the delivery of information to pupils with a physical disability, SEND, SEMH or English as an additional language.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Ensure all staff are aware of resources and alternative communications and how to access these	SENCo and Computing Lead to disseminate information to staff and support as and when necessary	SENCo & Computing Lead	Ongoing	All staff aware of SEND duties and use a range of resources and communication methods.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	None – no stairs.	N/A	N/A
Corridor access	All Corridors	To be kept clear and accessible for all at all times. Remove any obstacles or restrictions (e.g. equipment, coats etc)	All Staff	ongoing
Parking bays	1 bay in carpark near entrance to building	To be clearly signposted and kept available for disabled persons	Office Staff	ongoing
Entrances	Main reception and external classroom doors	To be kept clear and accessible to all	All Staff	ongoing
Ramps	Building is accessible; ramps to outside classrooms all have ramps.	To be kept clear and accessible to all	All Staff	ongoing
Toilets	Toilet facilities for the disabled is provided.	To be kept clear and accessible to all	All Staff	ongoing
Reception area	Located at front of school.	To be kept clear and accessible to all	All Staff	Ongoing
Internal signage	All Around the School	All signage in accordance with statutory guidance	Site Manager	Ongoing
Emergency escape routes	As allocated on fire map	To be kept clear and accessible to all	All Staff	ongoing