



Abbots Farm Junior School

Accessibility Policy and Plan



Reviewed: March 2023

To be next reviewed: March 2026

1. Aims

Abbots Farm Junior 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.

The School has a duty to ensure:

- Disabled pupils can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils to meet their needs

An Accessibility Policy is in place to ensure that school:

- makes every child feel welcome
- values all pupils equally
- has high expectations of all pupils
- removes barriers to learning and participation

2. Legislation and statutory 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](#).

At Abbots Farm Junior School, we recognise the legal responsibilities as set out in the Equality Act 2010 in relation to the protected characteristics of sex, gender reassignment, disability, race, age, marriage and civil partnership, religion or belief, pregnancy and maternity and sexual orientation and hold our responsibility to all stakeholders with regards to this act in high regard. 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.

Schools are required under the Equality Act 2010 to have an accessibility plan, which is contained within this policy (see appendix). 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

3. Roles and responsibilities

3.1 Role of SLT at AFJS

SLT will:

- Implement staff training to raise awareness of equality issues, with reference to the Equality Act 2010, including understanding disability issues, in line with the needs of current cohorts.

- Support any available partnerships to develop and implement the plan.
- Facilitate the implementation of any actions identified in the Accessibility Plan (see appendix)

3.2 Role of the Governors at AFJS

Governors will:

- Monitor the physical environment of the school, in liaison with the SMT, to ensure that all reasonable adjustments are being made when required
- Monitor the curriculum, in liaison with SLT, to ensure it is accessible to all
- Ensure terms of reference are reviewed to reflect Governor responsibilities in relation to accessibility and that they are included on agendas as appropriate

4. Reasonable adjustments

A disabled pupil can be discriminated against on two ways:

1. By less favourable treatment (there are situations where there may be a reason for less favourable treatment.)
2. By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.

In the event of a request from parents or County for a pupil to attend this school we would take professional advice and seek parental involvement to assess their needs prior to enrolment. This would involve assessing how they could access the school building to ensure involvement in the whole curriculum. To assist us in this process we would work alongside any relevant outside agencies.

Following this advice, we would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints. Any such adjustments that are required would need to be completed before the child attends school, including the appointment of suitable support staff.

5. Current situation

A suitability study carried out established that our ground level, one-storey school building is suitable for wheelchair access inside the building. We have a disabled toilet in our reception area. Doors throughout the building are wide enough for wheelchair access. Level paths around the building provide easy access for wheelchair users although some entrance / exits are unsuitable and would require adjustments.

6. Monitoring arrangements

This policy and appendices will be reviewed **every three years** by the Headteacher. It will be reviewed sooner if there is a need to develop accessibility further to meet the needs of new pupils to the school or if there are any significant changes to school procedures, UK law or Government guidance.

7. Links with other policies

This policy links to the following policies and procedures:

- Inclusion
- SEND
- Health and Safety

APPENDIX: ACTION PLAN

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

AIM	CURRENT GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	TIMESCALE	PERSON(S) RESPONSIBLE	MONITORING
<p>Increase access to the curriculum for all pupils</p>	<ul style="list-style-type: none"> • 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 • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • 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 • We have adequate numbers of iPads that can be used to support pupils with specific recording difficulty • Access arrangements considered for testing in all year groups as well as SATs 	<p>Further develop the curriculum provision for new pupils with EHCPs</p> <p>Consider allocation of adults to support pupils appropriately and effectively</p> <p>Staff training on how to use iPads to support pupils to access a broad and balanced curriculum</p> <p>Develop Provision Map to include access arrangements on Pupil Passports</p>	<p>Autumn and ongoing</p> <p>Start of each term</p> <p>TBC</p> <p>Autumn term</p>	<p>SENCO</p> <p>HT/SENCO</p> <p>SENCO/other subject leads</p> <p>SENCO</p>	

<p>To ensure all extra-curricular activities are planned to ensure the participation of the whole range of pupils.</p>	<ul style="list-style-type: none"> • Our school offers a wide range of extra-curricular clubs so that there is something for all • Staffing is carefully considered for trips/residential visits and input is sought from parents about the needs of their child 	<p>Audit participation in extra-curricular activities and identify any barriers.</p> <p>Ensure school activities are accessible to all students.</p> <p>Ensure plans and risk assessments for trips always consider needs of specific pupils</p>	<p>Ongoing</p>	<p>PE Lead/ SENCo</p> <p>Club leads</p> <p>EVC</p>	
--	--	--	----------------	--	--

<p>Improve the delivery of information to ensure all stakeholders have equal opportunity to access information from school</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 as required, including for SATs tests • Pictorial or symbolic representations 	<p>Highlight on school website that documentation is available in larger print, or alternative language on request.</p> <p>Monitor uptake of documents requested in alternative formats</p> <p>Review accessibility of newsletters and letters to parents.</p>	<p>During Spring term website review</p>	<p>HT/office staff</p>	
<p>To raise awareness of disability</p>	<p>Our school uses the following resources/strategies to raise awareness of the protected characteristics and how we are all different but all equal</p> <ul style="list-style-type: none"> • No Outsiders curriculum • No Outsiders assemblies • PSHE curriculum • RE curriculum 	<p>Inviting guest speakers to assemblies to raise awareness of specific disabilities, especially those relating to pupils at our school</p>		<p>HT/PSHE lead</p>	