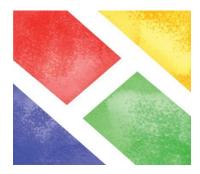
## **Henleaze Junior School**



## **Accessibility Plan**

## Review

Review Cycle:	Last reviewed:	Next review:
Annual	Term 2, 2025	Term 2, 2026
Ratified	LGB	

- 1. Aims Schools are required under the Equality Act 2010 to have an accessibility plan. This plan is written for Henleaze Junior School. The purpose of the plan is to:
  - Increase the extent to which pupils with disabilities and prospective pupils can participate in the curriculum, ensuring it meets individual pupils' needs. Make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage.
  - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
  - Ensure that disabled students, staff, parents and visitors are not treated less favourably for reasons related to their disability.
  - Improve the availability of accessible information for pupils with disabilities and provide a plan to meet this duty.
  - Ensure that all students, staff, parents and visitors are shown kindness, respect and fairness within their school community.

Under the Equality Act 2010, a person is considered to have a disability if:

- 1. They have a physical or mental impairment, and
- 2. The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 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.

The concept of inclusion is at the heart of our school vision: "Be Kind, Be Curious, Be You". Our four key values - kindness, curiosity, respect and community - are vital to our inclusive teaching and practices, ensuring all children have equal access to their environment and education regardless of disabilities.

The plan will be made available online on the school website, and paper copies can be provided upon request.

Our school is also committed to ensuring that staff receive equality training in line with the Equality Act 2010, including awareness of disability-related issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure includes matters related to the accessibility plan. If you have concerns regarding accessibility in school, this procedure sets out how to raise these concerns.

We have consulted a range of stakeholders in developing this accessibility plan, including parents, staff, and governors.

2. Legislation and guidance This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the <u>Department for Education</u> (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 <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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 prevent substantial disadvantages compared to pupils without disabilities. This may include the provision of an auxiliary aid or adjustments to school premises. Our school has:

- Accessibility ramps to each classroom.
- Level access to the school entrances
- Accessible toilets for pupils.
- Passenger lift from ground to first floor in the main building
- Platform lift for wheelchair users to access ground floor classrooms and hall

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

## 3. Action Plan

Current Good Practice	Objectives	Action to be taken	Person responsible	Date to complete actions by	Success criteria
The curriculum is designed to meet the needs of all learners, with the assumption that all learners will meet Age-Related Expectations (ARE) when barriers to learning are removed.	Short-term: Ensure the curriculum continues to meet all learners' needs.  Long-term: Monitor effectiveness of curriculum and track pupils' progress.	Continued staff CPLD based on evidence informed practice.  Ongoing curriculum reviews following planned monitoring on the impact of teaching and learning on key pupil groups.	Curriculum subject leaders, SLT and LGB	Ongoing Ongoing	Monitoring of long- and medium-term curriculum progression maps will show adaptation for learners where required.
					is evident through review of books and pupil voice conducted using a Pupil Book Study approach.
Appropriate adaptation is evident across the school, with teaching, resources and scaffolding (support)	All pupils are to have equal access to the curriculum, regardless of disability or learning difficulty.	Monitoring of pupil outcome plans to ensure these include outside agency advice and strategies that effectively	SLT	Ongoing	Quality assurance feedback from parent/carer, staff and pupil voice will confirm that the

meeting pupils' needs and	support progress in the		needs of specific
enabling independence.	classroom.		groups and
			individual pupils
The school has level access	Ongoing monitoring of		are met.
to each classroom	adaptation across the	SENDCo and	
(including ramps), a	school through learning	Assistant	
passenger lift to the first	walks, book reviews, pupil	SENDCo	
floor in the main building	voice and lesson		
and a platform lift to access	observations.		
ground floor classrooms			
from the main entrance.	Referrals for pupil support		
Classrooms are resourced	to be made through the		
to be communication	SEND Team, who will		
friendly spaces.	purchase and distribute		
	specialist resources as		
The school has a separate	needed.		
'Sensory Room' to be used			
for sensory breaks and a			
physiotherapy room			
Coloured overlays, books			
and paper can be made			
available for pupils with			
specific learning difficulties.			
Laptops and iPads may be			
used by pupils who cannot			
complete extended writing			
by hand.			

Support staff are deployed	All pupils are to have	Support staff timetables to	SENDCo and	Ongoing	Support is provided
to ensure that pupils with	equal access to the	be reviewed every two	Assistant	Oligonig	in accordance with
physical disabilities are able	curriculum, regardless	terms or as needed.	SENDCo	Timetables in	pupils' Education,
to access the curriculum	of disability or			place for Sept,	Health and Care
and meet pupils medical,	learning difficulty.			Jan and April	Plans (EHCPs) or
evacuation and Health and				each year.	provision maps for
Safety needs.					those receiving
					High Needs Block
					funding.
Where appropriate, pupils	All staff are to be	New pupils' plans to be	SENDCo	Ongoing	Plans saved on the
with disabilities have Pupil	aware of pupils' needs	written on entry. Existing			Google Drive in
Passports and Outcome	to ensure appropriate	plans to be updated as		New pupils by	pupils' individual
Plans written and	differentiation.	required if needs change		October	SEN folders with
disseminated to all staff					hard copies stored
working with them.					in class confidential
					files for access by
					class teams