

Higham Ferrers Junior School

"Be the best you can be"



SCHOOL ACCESSIBILITY PLAN

This Policy was agreed by the SLT in January 2020



1.0 INTRODUCTION

This plan is drawn up in accordance with the Equality Act 2010, Inclusion, Equality and Diversity, the Special educational needs and disability code of practice:

2.0 DEFINITION OF DISABILITY AND SPECIAL EDUCATIONAL NEEDS

2.1 SPECIAL EDUCATIONAL NEEDS (SEN) CODE OF PRACTICE 2015 THE DEFINITION

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is:

‘A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

2.2 FURTHER INFORMATION FROM THE SEND CODE OF PRACTICE

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions



For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The term SEN is used in this Code across the 0-25 age range but includes learning difficulties and disabilities (LDD). Disabled children and young people

2.3 THE EQUALITY ACT 2010

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

They must not directly or indirectly discriminate against, harass or victimise disabled children and young people

They must not discriminate for a reason arising in consequence of a child or young person's disability

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people.

Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty.

2.4 INCLUSION

- All children are unique and some children have additional needs which must be met by the setting with the support of the SENCo or Inclusion manager. The drive for early identification of children who are not at their expected level of development, and the subsequent support and partnership working in order to narrow the attainment gap, is key to improving outcomes for our youngest learners.
- Through careful observation of children, their starting points, needs and interests, subsequent learning experiences must be planned and differentiated accordingly.
- All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care.
- The *SEN code of practice* is a statutory code that contains:
 - details of these legal requirements that you must follow without exception
 - statutory guidance that you must follow by law unless there's a good reason not to

2.5 EQUALITY

- The Equality Act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. Everything that you do needs to be non-discriminatory and this may require regular reviews of practices, policies and procedures to ensure they do not discriminate against people with a 'protected characteristic'. If you are in receipt of:
 - the free childcare grant, and
 - are regularly inspected by Ofsted

3.0 OBJECTIVES

Our school's key objective is to reduce and eliminate wherever possible any barriers to access to the curriculum and to allow full participation by the whole school community, including visitors.

4.0 PRINCIPLES

The Governing Body and Staff of this school will:



Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles.

Recognise the parent's/carer's knowledge of their child's disability and its effect on his or her ability to carry out certain activities.

Respect the parent/carer and child's right to confidentiality.

5.0 SCOPE

5.1 EDUCATIONAL ACTIVITIES

Our school will continue to seek and follow the advice of outside agencies involved with the child and family, including the Local Authority support services, the Educational Psychologist and the appropriate health professionals.

5.2 PHYSICAL ENVIRONMENT

Our school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, toilet facilities and more accessible fixtures and fittings.

5.3 INFORMATION

Our school will provide information in alternative formats when required or requested.

6.0 AUDIT

Our school will use an Accessibility Audit to draw up an Accessibility Action Plan. Reviews of, and monitoring of progress against the action plan will be discussed at Behaviour and Welfare Committee meetings.

7.0 MONITORING AND REVIEW

The accessibility plan will be reviewed in greater depth annually. The Accessibility Action Plan will be monitored by the Governing Body.

8.0 OTHER RELEVANT POLICIES

The following policies should be read in conjunction with this one:



POLICY	STATUS	LOCATION
Whistle-blowing	Active	Safeguarding Folder
Anti-Bullying	Active	Safeguarding Folder
Inclusion	Active	Safeguarding Folder
Supporting children with medical conditions	Active	Safeguarding Folder
Equal Opportunities	Active	Safeguarding Folder
Health and Safety	Active	Safeguarding Folder

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ACCESSIBILITY PLAN

	Target	Strategy	Time Scale	Achieved
Short Term	School is aware of the access needs of disabled pupils	Create Access plans for individual disabled children as part of IEP process, when and where necessary	When necessary	Ongoing
	Ensure disabled pupils can be safely evacuated	Ensure risk assessments cover safe evacuation in event of emergency PEEPS in place and reviewed annually	ASAP after new pupil joins ASAP for existing pupils	Ongoing
	Pupils and parents/carers with disabilities have access to the curriculum and information and building	Provide differentiated materials according to needs of stakeholders	When necessary	Ongoing
	Stakeholders with disabilities can move around the building	Provide other relevant arrangements as necessary	When necessary	Ongoing
Medium Term	To ensure the school develops children's awareness of disability	Ensure there are learning resources(books etc) that show positive examples of people with disability	When needed, the school provides written materials in alternative formats	Ongoing teaching in PHSE lessons
Long Term	Improve disabled access to the school building	Ensure disabled access is incorporated in any building adaptations or new build	Ongoing	Ongoing

