



'BE THE BEST YOU CAN BE!'

ACCESSIBILITY Policy

Lead person responsible:

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Please note that the version of this document contained within the **Policy Folder on our school network** is the only version that is maintained.

Any printed copies or PDF versions should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.

Philosophy

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the

Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term (a year or more) adverse effect on his or her ability to carry out normal day-to-day activities.

The definition of disability in the Equality Act also includes pupils with long term health conditions such as asthma, diabetes, epilepsy, cancer etc. Although these pupils may not have Special Educational needs (SEN) there is an overlap between pupils with disabilities and those with SEN. This means that pupils with a disability are also covered by the definition and provision for pupils with SEND (Special Education Needs and Disability) For further details please see our SEND Policy.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Roe Green Junior School the Plan will form part of the School Improvement Plan and will be monitored by the head teacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At Roe Green Junior School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- The Roe Green Junior School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

- Roe Green Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- The Roe Green Junior School Accessibility Plan shows how access continues to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are the able-bodied pupils. (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school; adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- The Roe Green Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 - Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 - This Accessibility Plan should be read in conjunction with the Equal Opportunities Policy, the Inclusion Policy and the school SEND policy.

- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- The Accessibility Plan will be published on the school website. The intended audience for this plan is – all school staff and governors, parents and visitors including other professional agencies.
- The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.
- The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve communication between parents, pupils, school and all other interested parties/ bodies.

Curriculum and resources

Our whole school approach to Inclusion endeavours to differentiate/ modify and adapt teaching methods and materials and offer sufficient support to provide an accessible learning environment for all pupils. This also includes consideration of appropriate seating positions and any other adaptations recommended by specialist agencies.

Access to assessment and testing is managed by ensuring that materials and procedures are adapted and matched to meet the particular needs of specific pupils when required. This

may include; adapted papers for visually impaired, (VI) students, the sourcing of more appropriate materials for pupils with global developmental delay and the provision of Learning Support Assistants (LSAs) for pupils who need them.

Detailed information about support and provision is available in our SEND Policy.

- **School-run Extra curricula activities**

All pupils have the opportunity to participate in extra-curricular activities. We have a wide range of school-run clubs and opportunities for showcasing pupils' talents through class assemblies and productions. Some aspects of extra-curricular activity may present particular challenges, for example: lunch and break times, after school clubs and school trips for pupils with social interaction, physical impairments and / or medical needs. Appropriate adaptations and support are always put in place to maximise accessibility for pupils taking part in these activities.

The following strategies have been developed to support pupils at break times:

- **Friendship clubs**

The aims of Friendship Clubs are to promote and facilitate cooperative and safe play for pupils who may be experiencing some difficulties in developing these skills independently.

- **Ambassadors, Playground Buddies and Buddy benches**

Older pupils are nominated and trained to support their peers at break times and whilst moving around the school. If pupils find themselves without a friend to play with, they know that they can go and sit on the "Buddy Bench" and one of the buddies will spend time with them to play or chat.

- **Social and Emotional difficulties**

- Emotional Support is offered to pupils who may be experiencing a period of emotional difficulty in school or at home.
- Play enrichment support is offered to pupils who may be experiencing a period of difficulty at playtimes and lunchtimes.
- Wizard Theatre annually delivers a programme aimed to develop confidence and self-esteem for disadvantaged pupils.
- We also run our own drama programme for pupils with social/emotional / behavioural needs.

Physical environment and Access Audit

The school shares the premises with Roe Green Infant school. Our school is primarily on the first floor but we also have classrooms in one corridor of the ground floor. Access to the Large Hall – used for dining and assemblies is through the infant corridors. There are wide corridors and several access points from outside. There are high visibility lines on all staircases throughout the school.

There is a lift which can accommodate a large wheelchair which is maintained on a regular basis. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

There is a large on-site car park for staff and visitors. All entrances to the school are either flat or ramped and all have wide doors fitted.

There are disabled toilet facilities located in the Year 6 corridor, in the infant school and in the lobby of the large hall, Evergreen and the swimming pool. These toilets are fitted with a handrail, a pull emergency cord and adaptive equipment for use by designated pupils.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Consideration is also given to the organisation and supervision of class movement around the school eg. entering, exiting and transferring from one learning area to another to ensure the safety for all pupils particularly if a class has a pupil(s) with mobility needs.

Pupils with mobility needs each have a Personal Emergency Evacuation Plan, (PEEP). These plans have been drawn up and tested by the school Welfare Officer. In the case of an emergency evacuation the Welfare Officer and SEND Leader will oversee their implementation.

- **Sensory Impairment**

- VI Provision

- We do not have any pupils with VI. We have two Learning Support Assistants who have been specifically trained. When we do have pupils with VI they work in partnership with each other, the class teachers, the SEND Leader and BVIS to ensure that adequate provision meets the needs of these pupils. All staff have received VI awareness training from BVIS, this will be reviewed if and when we receive any pupils with VI needs in future to ensure that any new members have also received it. The building and playground has been audited by a mobility officer to ensure that VI requirements such as highlighted stairs and steps, handrails are in place. She has also advised us about the removal of obstructions that may be hazardous. We have had good communication with the mobility officer and welcome regular reviews. We will also ask for advice from the mobility officer and the QTVI about any activities and equipment that we may need to ensure that our pupils with VI have full access to curricula and extra curricula activities.

- HI Provision

- We currently have one pupil with hearing impairment. Advice has been provided by a specialist teacher of deaf / hearing impaired pupils. Staff training has been received by the class teacher and SEND Leader to raise

awareness and inform best practice for supporting pupils experiencing the barriers that hearing impairment may entail. The advice has included an audit of the classroom environment and we will request an extended audit of our building for additional environmental considerations. (See Action Plan).

- **Physical Needs**

We currently have no pupils with specific physical needs which require specific adaptations to be made to ensure their ability to access the facilities in their classroom. We do however continue to prepare and plan for pupils with temporary physical needs and can make adaptations quickly to meet each child's needs, e.g. access to a lift, wheelchair, alternative provision for playtimes. Consideration is also given to any necessary modification, adaptation and support required in PE lessons.

Information

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents evening.

Regular contact with parents to discuss and review their child's progress is facilitated by parent consultations and an annual report to parents. Pupils with SEND (Special Educational Needs and /or Disabilities) have their provision outlined on an Individual / Group Support Plan, **(ISP/GSP)** or Class Provision Map. The termly requirement for reviewing this provision (COP 2015 6:65) will be scheduled to be included within the parent consultations or at a time close to them. For parents of pupils with Education Health Care Plans **(EHCPs)** this includes the Annual Review. The views of the child are also invited during these review meetings.

If a pupil does not have an Education Health Care Plan but does have severe/ ongoing or a temporary medical need (such as a broken limb) a Health Care Plan will be written for him /her by the SEND Leader and school Medical Officer. These will be reviewed annually and / or when the health needs of the pupils change, (this information is supplied by parents/ carers.)

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others via our PSHCE lessons, circle times and representation/ participation of pupils with a variety of disabilities and needs on the school council.

Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

If parents and carers have difficulty accessing information provided in a written format, we are happy to provide alternative forms of communication. This may include enlarged print, and the service of interpreters.

Parent Support Groups/Workshops

We plan to re-establish a parenting programme of workshops, run in conjunction with Brent Parenting Practitioner - Early Help Service to support specific vulnerable families. These workshops will run across the school year on a monthly basis.

Policies relating to this policy are:

- Admissions Policy
- Inclusion policy
- SEND Policy
- School Medical Policy
- Behaviour Policy
- Equality Policy
- Anti- Bullying Policy

This Policy is available on the school website. It is accessible by all staff members and prospective staff members. It will be made available to Ofsted and the Local Authority if requested.

Management, coordination and implementation

- We will consult with relevant external agencies when new situations regarding pupils with disabilities are experienced.
- Staff Training has been and will continue to be provided/ updated (eg for VI, HI, SALT, ASD, OT and differentiation / modification and adaptation strategies.) - See Action Plan.
- The Governors and Senior Leadership Team will work closely with the Local Authority and other relevant bodies.

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Targets	Strategies	Timescale	Responsibility	Success Criteria
1. To develop the parental information document to include a more detailed survey about SEND.	To revise current documentation, develop additional questions. Use these documents for new admissions and the Year 2 transition meetings with class teachers.	2023-24	HT, DH, SEND and Inclusion Leaders.	The school will have a more detailed profile of a pupil's SEND at the point of entry.
2. To provide advice & support to parents and carers in conjunction with Brent Parenting Practitioner -Early Help Service to support specific vulnerable families.	To request parent workshops from Brent Parenting Practitioner -Early Help Service.	2023-25	SEND, Inclusion Leaders & DH	Parent community will have access to support for specific parenting difficulties and their child's access to learning.
2. To ensure that all classrooms display a visual time table.	Learning Walks to audit working environment.	2023-24	SEND Leader, Lead LSA, SLT members HT, DH, AHT	All class rooms will display a visual timetable and maintain it on a daily basis.
3. All staff to develop their awareness and practice of teaching strategies appropriate for children with ASD and other speech, language and communication needs.	Raise staff awareness of ASD-friendly teaching strategies during discussion about individual pupils / groups. Direct staff towards resources. Learning Walks to lesson observations.	2023-24	SEND & Inclusion Leader	Teaching and Support staff will use ASD-friendly teaching strategies.
5. All staff to develop their awareness of how to compile and use social stories.	Raise staff awareness of social stories during discussion about individual pupils / groups. Direct staff towards resources.	2023-24	SEND & Inclusion Leader	Teaching and Support staff will use oral and written social stories with specific pupils. Pupils will be well informed about daily events and better able to cope with transitions from one event to the next.

4. Ongoing INSET for LSAs from SALT will be provided.	Guidance from SALT relating to specific pupils / groups.	2023-25	SEND Leader Speech Therapist	LSAs will develop their knowledge and practice. Pupils will benefit from provision from more highly trained staff.
5. Teaching and Support Staff will be encouraged to access resources to ensure CPD as part of the staff Professional Development strategy.	Teaching and Support staff will be directed towards training resources available in Whole School Inclusion folder and encouraged to follow on line links to improve their knowledge and understanding of how to modify / adapt resources and the environment to ensure all pupils have access.	2023-25	SEND, Inclusion Leaders & DH & other SLT members.	Staff will have gained a deeper insight into the needs of pupils with specific conditions/ learning difficulties.
3. To raise staff awareness of the challenges for pupils with hearing impairment (HI)	To request INSET and an audit of the school environment for HI	2023-24	SEND Leader INSET Leader /DH	All staff will have a raised awareness about the challenges faced by pupils with HI. Pupils will benefit from staff who have improved their support skills.
4. To provide advice & support to staff for adapting/ modifying PE activities for pupils with SEND	Request INSET time to share ideas for developing modifications to PE activities.	2023-24	PE Leader SEND Leader DH/AHT	Pupils with SEND will have full access to a PE curriculum.
5. To secure staff INSET on "A Dyslexia friendly classroom / school"	To request staff INSET from Brent Partnership provider.	2023-24	SEND Leader INSET Leader /DH	All staff will have a raised awareness about pupils with specific Learning Difficulties and develop their skills to improve accessibility for them.
To continue to develop a drama programme for pupils with social/ emotional / behavioural needs.	SEND Leader/ Drama teacher will develop and facilitate a programme to support pupils on a small group basis.	2023-25	SEND Leader/ Drama teacher	Pupils will develop their understanding of emotions, gain confidence and self-esteem.

<p>6. To Review Personal Evacuation Plan (PEEP) for pupils with disabilities/ additionalneeds following fire drills.</p>	<p>Welfare Officer & SEND Leader to consult with class teachers and support staff to review efficacy of procedures on PEEPs.</p>	<p>2023-24</p>	<p>Welfare Officer, SEND Leader HT</p>	<p>Staff and pupils will practise implementation of PEEP successfully during evacuation drill and in the event of an incident occurring.</p>
<p>7. To provide advice & support to parents and carers in conjunction with Brent Parenting Practitioner -Early Help Service to support specific vulnerable families.</p>	<p>To request parent workshops from Brent Parenting Practitioner -Early Help Service.</p>	<p>2023-25</p>	<p>SEND, Inclusion Leaders & DH</p>	<p>Parent community will have access to support for specific parenting difficulties and their child's access to learning.</p>