



Shakespeare Junior School

Accessibility plan

Review Date: October 2028

Rationale

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ☐ not to treat disabled pupils less favourably for a reason related to their disability;
- ☐ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ☐ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ☐ increasing the extent to which disabled pupils can participate in the school curriculum;
- ☐ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ☐ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Purposes

1. Starting points

- 1a Vision and values
- 1b Involvement
- 1c Information gathering

2. Main priorities

- 2a Access to the curriculum
- 2b Improvement to the physical environment
- 2c Information in different formats

3. Making it happen

- 3a Implementation and action plans
- 3b Publication and reporting
- 3c Reviewing and revising the plan.

Guidelines

1. Starting points

- 1a: Vision and values**

Shakespeare Junior School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school will

- set suitable learning challenges
- respond to pupils diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils and disabled parents in every area of school life and make all children and parents feel welcome irrespective of race, colour, creed or impairment.

1b: Involvement

This will include

- The views and aspirations of disabled children.
- The views and aspirations of the parents of disabled children
- The views and aspirations of disabled parents
- The views and aspirations of other disabled people or voluntary organisations.
- The priorities of the local authority.

1c: Information gathering from pupil data and school audit

Definition

The definition of disability is defined by the Disability Discrimination Act 1995(DDA). "A person has a disability if he or she has a physical or mental impairment that has a substantial and long- term adverse effect on his or her ability to carry out normal day to day activities" About 11% of children under the age of 16 may have a disability. (August 2023)

Definition of disability under the Equality Act 2010

- You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
- 'substantial' is more than minor or trivial - eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more - eg a breathing condition that develops as a result of a lung infection

Use of data

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan.

Currently the data includes

- Entry details including parental information
- SEN information
- Data collated by teaching staff
- School disability audit
- Advance information and consultation with Infant schools and Health Service to identify disabled pupils before they start school.

School strengths and weaknesses

Each year the school needs to audit its strengths and weaknesses. Current audit suggests we need to develop

- Continue to raise staff and notably new staff's awareness of current legislation of DDA and its implications
- Knowledge of specific disabled pupils in school and the pattern of their participation in school life.

Our strengths are that

- Currently no area of the curriculum is limited to disabled pupils
- Currently no area of the school is limited to disabled pupils
- All current disabled pupils are able to participate in all off-site activities

Impact

- Ensure the schools policies cater for disabled children including the following policies

- o Anti-Bullying
- o Educational visits
- o Teaching and Learning
- o Administration of medicines
- o Health and safety policy
- o Fire safety and evacuation policy
- o SEN policy

Outcomes

- The school will also make detailed analysis of outcome data at the end of Key stage 2 to check the progress of these children
- Ensure these children are checked in lesson observations and Head teacher monitoring
- Check the achievements of disabled children in extracurricular activities and how many access extra-curricular activities and ensure a range of activities

2. Main priorities in the school's plan

2a: Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure that teachers and TA's have the necessary training to teach and support disabled pupils.
- Ensure the classrooms are optimally organised for disabled pupils and, if necessary, under the guidance of a risk assessment from Specialist Teacher Advisory Service
- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity through differentiation
- Ensure appropriate resources are available to support access to the curriculum and school life
- Provide that lessons involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities.
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children
- Ensure that all children can access computer technology
- Check that school visits are open to all
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation
- Ensure effective communication from teachers, TA's and peers

2b: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory.
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy.

- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children
 - Ensure resources are selected to suit all children

2c: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Provide information in simple language, symbols, correct sized and coloured print and paper, or Braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support disabled pupils.
- Check preferences expressed by the pupils or their parents

3: Making it happen

3a: Implementation and action plans

In order to ensure that action is taken to meet the Accessibility plan priorities, Shakespeare Infant School has drawn up an action plan to make things happen, which outlines how the requirements of this will be met. This action plan has been shaped in consultation with pupils, staff, parents, and all those that we provide a service to as outlined in the previous section.

The following action plans have been written using the Hampshire Self Audit Form and with the advice of Hampshire's D.D.A advisory service.

Accessibility action plan 2025- 2028

The following action plan outlines what will be achieved with regards to meeting the accessibility plan.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Continue to ensure disabled pupils can participate in all aspects of the school curriculum as fully as possible.	Ensure that teachers and TA's have the necessary training to teach and support disabled pupils, notably new staff	To identify on entry disabled pupils and ensure that sufficient staff are qualified and trained to support them To work with the Specialist Teacher Advisory Service when needed.	All children accessing a broad and balanced curriculum and achieving their academic potential. EHCP review meetings	Ongoing assessment Termly pupil progress meetings EHCP review meetings	SENCO Head	ongoing	ongoing
Improving the physical environment of the school to increase the extent to which disabled pupils and visitors can take advantage of education and associated services	Ensure that wheelchairs can access the whole building safely and with reasonable ease. Ensure marking and hi vis tape are refreshed as needed.	Risk assess as required and take appropriate action.	Note on Health and Safety walks Check corridors and access points are kept clear. Risk assessment from Specialist Teacher Advisory Service if needed.	Termly H and S walk round	Head Health and safety governor Site manager	ongoing	ongoing

