



Buttsbury Junior School

Disability and Accessibility Plan 2022

Maximum Effort for Maximum Achievement

Aims of the Accessibility Plan

This plan is to address the statutory requirements of the Equality Act 2010 and to improve access to education for pupils with disabilities.

According to the Equality Act 2010, a person has a disability if:

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

This plan aims to:

- Increase the extent to which children with disabilities can participate in the curriculum,
- Improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to children, staff, parents and visitors with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways, which are determined after taking into account children's disabilities and the views of parents and pupils.

The Trust Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Children's parents and carers
- The headteacher and other relevant members of staff
- Trustees
- External partners

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Access to the Curriculum:

Target	Strategies	Timescale	Responsibility	Outcomes
Ensure all relevant staff have continued specific training on appropriate SEND issues.	Use staff audit to identify training needs. Use children's contextual data to identify training needs.	Annually – Autumn Term	Inclusion Manager/SENDCO	Raised level of awareness of children, ensuring the curriculum enables them to participate fully.
Ensure all staff are aware of SEND pupils' individualised curriculums.	All children with SEND have One Plan documents that are reviewed termly. Training to be provided for all staff on specific curriculum requirements for children e.g. dyslexia	Annually – Autumn Term	Inclusion Manager/SENDCO	All staff are aware of individual children's access needs. All staff are informed of any curriculum adjustments that are needed on a regular basis.
Increase confidence of teaching (and support) staff in differentiating the curriculum and implementing individualised teaching programmes	Training on differentiation to be given to all staff. Audit staff training needs on curriculum access.	Annually – Autumn Term	Inclusion Manager/SENDCO Deputy Headteacher	Raised confidence of staff in use of differentiated techniques, enabling increased pupil participation. Improved staff understanding of potential barriers to learning.
Ensure all staff are aware of and able to use relevant software and resources	Audit SENDCO resources and analyse for relevance Run training sessions of use of relevant software.	Ongoing	Inclusion Manager/SENDCO	Wider use of SENDCO resources throughout the school.
Enable children with SEND to have full access to extra-curricular activities and visits	Discussion with lead staff of extracurricular activities, trips and residential visits. Identify potential areas of difficulty Organise additional activities for SEND pupils. Develop guidance for staff on making trips and activities fully accessible.	Ongoing	SENDCO EVC	All children in the school are able to access all activities, receiving full educational entitlement.
Continue to review PE curriculum to ensure children with SEND continue to have access to physical education	Ensure there is PE provision within the school	Ongoing	Lead Professional PE Subject Leader SENDCO	All children able to access physical activities.

Access to the Physical Environment:

Target	Strategies	Timescale	Responsibility	Outcomes
To maintain the physical environment to enable good access for children.	Annual review of furnishings, classroom layouts and timetables to ensure full access for all.	Annually - Autumn Term	SENDCO Health and Safety Leader	All children can access a full timetable and appropriate teaching spaces.
Review, maintain and service all Disability Discrimination Act installations.	Daily checks of automated doors and ramps around site. If applicable, hoists to be checked daily and serviced annually.	Daily site checks Annual	Site manager External contract	All DDA installations are working effectively and enabling access. Equipment if certified
The school is aware of the access needs of disabled children, staff and parent/carers	Each child that is physically disabled has a One Plan that is updated termly or if a change occurs in their condition/disability.	Termly – One Plan Meetings	Inclusion Manager/SENDCO	One Plans in place for children with SEND and all staff aware of all pupils' access needs Ensure the access needs of all adults regularly on site are met All stakeholders able to access fully all school activities.
All staff are trained on access issues	Provide up to date information and training on disability equality for all staff.	Annually	Inclusion Manager/SENDCO Health and Safety Lead	Raised confidence of staff and Trustees in commitment to meet access needs. Ongoing improvements in access to all areas of the site.
Improve signage and visibility for visually impaired people around the site.	Site survey to establish coverage of external lighting Replace bulbs immediately when blown. Ensure signage is clear and appropriate	Ongoing Ongoing Review	Caretaker/Site Manager Site Manager	Visually impaired people feel safe in the grounds. Access around the site easier for all.

Access to Information:

Target	Strategies	Timescale	Responsibility	Outcomes
Review information shared with parents and carers to ensure it is accessible	Ask parents and carers about access needs when child is admitted to the school and review regularly. Ensure all letters home are accessible in line with SENDIASS guidelines. Produce information in a format which they can access.	Ongoing	Inclusion Manager/SENDCO	All parents and carers receiving school information in a format they can access.
To provide written information to children in an appropriate format.	Continue to develop methods of presenting information for visually impaired children when they are admitted to the school, in discussion with parents and carers.	Ongoing - reviewed annually	Inclusion Manager/SENDCO Year Group Leaders	All children can access written information appropriately.
Ensure all staff are aware of guidance on accessible formats	Ensure training for all staff on accessible formats.	Ongoing - reviewed annually	Inclusion Manager/SENDCO Year Group Leaders	All staff aware of children, parents and carers preferred methods of communication.
Include discussion of access to information in all annual reviews of SEND needs	Ensure preferred method of communication is used. Develop strategies through EHCP. Deliver strategies to all staff through training.	Ongoing - reviewed annually	Inclusion Manager/SENDCO Year Group Leaders	To ensure all children can access the curriculum. To ensure all staff are aware of the relevant strategies and how to implement them.
Produce accessibility information to increase support for parents and carers of children with SEND	Establish with parents and carers a SEND information point of contact	Review Annually	Ongoing - reviewed annually	To ensure all parents and carers are aware of how the school will ensure full accessibility regarding communication.

Policy Date – Summer 2022, Review date: Summer 2025