



Stillness Junior School

Accessibility Policy and Plan

Date of Policy:	February 2021	Approved by:
Renewal Date:	February 2023	Resources Committee

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Stillness Junior School has ensured and plans, over time, to additionally improve and ensure the accessibility of provision for all children, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for children with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

It also covers the provision of specialist aids and equipment, which may assist these children in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to children, 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 time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly (has this been done, in case someone asks?). It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
 6. The School Web Page will make reference to this Accessibility Plan.

7. The School's complaints procedure covers the Accessibility Plan.
8. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
9. The Plan will be monitored through the TLW.
10. The Plan will be monitored by Ofsted as part of their inspection cycle.
11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
12. This policy is linked to the following policies and documents:
 - a. Health and safety policy
 - b. Supporting pupils with medical conditions policy
 - c. Safeguarding policy
 - d. Complaints policy

Stillness Junior School Accessibility Plan 2020-2021

Improving the Curriculum Access at Stillness Junior School

Priority	Action Taken	Further Action Required	Outcomes	Time	Comments
Training for staff in aspects of disability relevant to our current children's eg Muscular dystrophy	Inclusion Lead has organised training for support staff on aspects of disability Liaison with health professionals	Additional training and support as and when needed or identified.	Staff have access to relevant training and gain insight into the needs of people with disabilities. Children are well supported and make good progress	Ongoing	Increased staff awareness and knowledge of disabilities and how to meet specific needs.
Visual timetables	All classes have visual timetables which are actively used by staff and relevant children	Continue and monitor	Children on autistic spectrum have understanding of how they can organise the school day	In place	Children on autistic spectrum feel supported and secure and able to access the curriculum. They know what is happening now and next
Care plans/personalised passports	All children with medical/health needs/disabilities are identified to relevant staff including supply teachers Care plans/personalised passports displayed in office so that appropriate action can be taken immediately	Maintain, update and review	Staff aware of individual children's needs and meeting them	Ongoing	Key children must be known to all staff members for their safety
Additional teaching support	Funding has been allocated to buy in additional hours to support children to access the curriculum	Maintain, update and review		Ongoing	
Physical Education	Some specialist equipment available eg sensory circuit equipment	Equipment will be purchased if and when needed			This ensures OT needs are met Sensory circuits groups will begin once children can cross Covid bubbles
Use of specialist equipment eg writing slopes, pencil grips	Those children who need specialist equipment and the adults involved are made aware of how to make optimum use of this	Develop those who are using specialist equipment are trained and given professional advice	All children enabled to access curriculum	Ongoing	Thera putty will have be purchased for the individual child due to Covid risks/cross contamination

Speech and language groups	Additional specialist groups used to work with children and teaching assistants	Training ongoing	Children with communication speech and language needs are well supported	Ongoing	Speech and language therapist needs to provide training for 1:1 support assistants to enable support to happen.
School trips/residential journeys	Risk assessments adapted if necessary and children named on them	Select activities on journeys to sort all children's needs	All children participate in and are safe on trips/journeys	Ongoing	
Physical access to facilities upstairs in the library	Staff in the library including parents trained to assist with finding resources upstairs for those children unable to access the area?		All children enabled to access resources	Ongoing	