

Accessibility Plan

Middlemarch Junior School



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Contextual Information

The majority of the school building and playground are accessible for a child in a wheelchair.

The Current Range of Disabilities within Middlemarch Junior School

The school has children with a limited range of disabilities which include Autistic Spectrum Condition, food allergies, epilepsy and visual impairments). When children enter school with specific disabilities, the school contacts the previous school, LA professionals and parents for information, support and guidance.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the boxes next to staff room and a record of use is noted. A school inhaler is kept in the staffroom and written permission has been asked from all parents whose children have asthma for this to be used in emergencies. Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff in the class profiles and the medical file. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Established practice, and practice under development	OBJECTIVES FOR AREAS TO IMPROVE Short, medium and long-term objectives	ACTION AND PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers a differentiated/adaptive curriculum for pupils as needed - We use resources tailored to the needs of pupils who require support to access the curriculum i.e. visuals, specialist equipment - Curriculum resources are suitable i.e. specialist paper, specialist PE equipment - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs	Train new staff on In Print 3 and provide refresher to existing staff Ensure access to IPad for visually impaired children to blow up work Ensure access to assistive technology to support children with Specific Literacy Difficulties and ASC if needed Continue to monitor curriculum access for children with disabilities	SENDCo to book training - Class teachers to name Ipads and make available Class teachers to encourage and model assistive technologies such as Immersive Reader SENDCO/SLT to do classroom visits, formal observations, book trawls and pupil voice	Course booked for 2-10-23. Ongoing support for staff September 2023. As needed when new pupils arrive Ongoing Ongoing	Staff to trained and using In Print 3 Ipads used by VI children to support access to curriculum Technology used effectively to improve access to curriculum for SEND/EAL pupils as needed The curriculum continues to adapt and be accessible to all pupils

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	• SENDCO regularly meets with class teams to ensure all children are accessing curriculum • The curriculum is reviewed to make sure it meets the needs of all pupils • The SENDCo works with subject leaders to ensure adaptations are made for all learners • Some classrooms have been adapted following acoustic audit for use of equipment for children with cochlea implants • Observations carried out within classes and intervention groups to ensure children can access sessions and have equipment/ resources needed • Liaison with external professionals such as VI team, Hearing Team from IDS, SALT, OT, EP to incorporate strategies and support within classrooms and around school • Adapt PE lessons as needed to ensure accessible to all • To continue to train staff to enable them to meet the needs of children with a range of SEN.	PE lead to continue to provide specialist equipment as requested by teachers of children with disabilities to ensure access Continuous training of all staff in special needs and disabilities as required	PE lead to purchase PE equipment SENDCo to monitor training needs based on rolling programme and current needs of pupils	Ongoing Ongoing, put in place if child joins with a specific, new need	PE lessons continue to be accessible for all children All staff trained to provide effective support of pupils needs

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Improve and maintain access to wider curriculum	• Afterschool clubs are available to all and support put in where needed • School trips are suitable and accessible for all pupils	Continue to offer additional adult support to enable all children to access an afterschool club if required. Continue to liaise with after school club provider to ensure they are aware of pupil needs	SLT SLT, SENDCo, Class teacher	Ongoing as needed Before first session but ongoing if needs change	All children able to take part in an afterschool club After school club provider able to understand and meet the needs of all pupils

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Disabled parking bays • Yellow lines on steps for visibility • Signs with symbols around school • PEEP (Personal Emergency Evacuation Plans in place for specific pupils) • Adaptations to drop off routine/collection routine for specific pupils to aid smooth transitions • Sensory room available in both the mainstream school and one in the Bridge provision to allow children to regulate • Hessian backing of displays and avoidance of overly stimulating classroom environments • Quiet room provided at lunchtime for children who prefer not to eat in the dinner hall	To look into accessible play equipment if needed	School council	Ongoing	Accessible play equipment purchased if needed for any pupil
		Review access to site for wheelchairs	School business manager and HT		
		To improve the Sensory Rooms	SENDCo, Bridge teacher	Ongoing	Children to use the spaces to calm and regulate
		The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible Schools')	SLT	Ongoing	To continue to improve the school site for accessibility

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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Induction loops/radio aids • Acoustic improved classrooms • Pictorial or symbolic representations • Visual signs where possible • Adult support to access curriculum and social times as required • Increased contact with parents of children with a disability to be aware of changes or to prepare for situations which need adaptations	Written information will be provided in alternative formats as necessary Staff to hold parents' evenings by phone or send home written information if parent's can't attend parents evening due to disability	All staff All teachers, SLT	Ongoing Ongoing	Parents and pupils able to access all information Parents able to access parents evening information

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Mrs Rogers, SENDCo and Mrs Mawdsley, Headteacher. It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy