

# Freegrounds Junior School

## Accessibility Plan



Date of last review: November 2020

Date of next review: November 2023

Date approved:

Approved by: Governing body

Signed:

### **Introduction and School Context**

Freegrounds Junior School is committed to providing an environment which values and includes all children, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how Freegrounds Junior School intends, over time, to increase and maintain the accessibility of our school for disabled children, staff, parents/carers and visitors.

Freegrounds Junior School is a three form mainstream school for children age range 7yrs to 11yrs. The school comprises of one large building of two storey construction.

This Accessibility Plan has been drawn up to cover the period from November 2020 – November 2023. The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act (DDA) 1995 as amended by the SEN and Disability Act (SENDA) 2001.

According to the Equality Act 2010 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.

### **Key Objective**

To reduce and eliminate barriers to access to the curriculum and for full participation in the school community for children and prospective children with a disability.

### **Principles**

Compliance with the DDA is consistent with the school's equality policy and the school's SEND policy. The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled children in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled children less favourably
- To take reasonable steps to avoid putting disabled children at a substantial disadvantage

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2014). The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children, setting suitable learning challenges, responding to children's diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of children.

### **Education & related activities**

The school will:

- Continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers and of appropriate health professionals from the local NHS Trusts.
- Ensure that teachers and teaching assistants have the necessary training to teach and support disabled children
- Ensure classrooms are optimally organised for disabled children and reasonable adjustments are made
- Provide opportunities for all children to achieve and are responsive to child diversity
- Encourage all children to take part in music, drama and physical activities
- Recognise and allow for the mental effort expended by some disabled children, for example using lip-reading
- Recognise and allow for the additional time required by some disabled children to use equipment in practical work
- Provide alternative ways of giving access to experience or understanding for disabled children who cannot engage in particular activities such as some forms of exercise in PE
- Provide access to computer technology appropriate for children with disabilities

- Endeavour to make school visits accessible to all children irrespective of attainment or impairment
- Remove all barriers to learning and participation

### **Physical Environment:**

The school will:

- Take account of the needs of children and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- Allow access for all children in the following areas – academic, sporting, play, social facilities, classrooms, the hall, library and outdoor areas and playgrounds
- Endeavour to allow children who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities
- Ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well signed
- Ensure emergency and evacuation systems are set up to inform ALL children, including children with SEN and disabilities
- Ensure non-visual guides are used to assist people to use the buildings
- Ensure visual signing is clear to all children with disabilities
- Ensure all areas are well lit
- Ensure steps are taken to reduce background noise for hearing impaired children
- Ensure furniture and equipment is selected, adjusted and located appropriately

### **Provision of Information:**

The school will:

- Make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested
- Provide, on request, information in a simple language, symbols, large print, on audiotape or in Braille for children and prospective children who may have difficulty with standard forms of printed information through liaison with appropriate specialist teachers and organisations

- Ensure information is presented to groups in a way which is user-friendly for people with disabilities
- Ensure that staff are familiar with technology and practices developed to assist people with disabilities

### **Welcoming and preparing for disabled children**

When it is practicable to make reasonable adjustments to enable a prospective child to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing these reasonable adjustments. In assessing the child or prospective child, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

The Accessibility Plan will be regularly monitored in order to assess the progress being made against the targets set. There will be a full review of the plan by November 2023 when a new plan will be produced.

