



Accessibility Policy

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing board of Ewanrigg Junior School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed every 2 years to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
	The layout of all areas of the building allows access for all pupils.	Audit of physical environment	Governors	Sept 23	School is aware of accessibility requirements and will continue to monitor all arrangements and take action as required.	Autumn 24
	Children with physical disabilities cannot access front yard	Construction work undertaken eg. ramp	School business manager/building contractors	Sept 23	Remaining school grounds are fully accessible – note: back yard is fully accessible as an alternative.	Autumn 24
	Toilets are accessible with room for a hoist and changing bed if required.		School business manager	Sept 23	Access to toilets is maintained	Autumn 24

Planning duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
	Staff members have the necessary training to teach and support pupils with a range of disabilities.	Audit of curriculum Ongoing training from external providers.	Headteacher/ teachers/SENCO	Sept 23	Management and teaching staff are aware of any accessibility gaps in the curriculum	Autumn 24
	Pupils with SEND can access lessons	Lessons provide opportunities for all pupils to achieve. Classes are differentiated and children work in small groups where appropriate.	Teachers Headteacher/ICT Manager/SENCO	Sept 23	Pupils with SEND can access lessons	Autumn 24
	School trips take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Sept 23	Planning of school trips takes into account pupils with SEND	Autumn 24

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management/ Teachers know how to ensure school information is accessible.	Audit of information delivery procedures. Information is delivered in a user friendly way e.g. reading aloud use of overhead projectors and ICT	SENCO/ICT manager	Sept 23	School is aware of accessibility gaps to its information delivery procedures	Autumn 24
	School knows how to make written information accessible	School liaises with LA support services and other agencies to provide information in simple clear language	SENCO B2L meetings	Sept 23	School is aware of local services for converting written information into alternative formats	Autumn 24
Medium term	Written information is accessible to pupils with visual impairments	All written communication uses and appropriate font such as Arial/comic sans. Information can be provided in alternative formats if required.	SENCO/ICT manager	Sept 23	Written information is fully accessible to children with visual impairments	Autumn 24
Long term	School website is accessible to children with SEND	Audit of website	ICT manager	Sept 23	Website is fully accessible	Autumn 24

