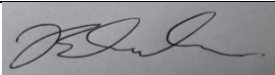


Townhill Junior School



Accessibility Plan

Accessibility Plan			
Date last amended:	18 th April 2025	Approved by:	Townhill Junior School Full Governing Body
Approval date:	28 th April 2025	Signed:	 Jo Proctor Chair of Governors
Review Date:	April 2027		

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Statement of intent

This plan outlines how Townhill Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have 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 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.

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

The governing body 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:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning Duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Curriculum	Increase access to the curriculum for pupils with a disability	Curriculum training as appropriate SEN training for all LSTs (Learning Support Tutors) with relevant support agencies	SENCO Class Teachers LSTs (Learning Support Tutors)	Summer 2025	Full compliance with all advice provided by outside agencies e.g. Occupational Therapist, EP and Specialist Teacher Advisors. Classrooms to be fully inclusive and accessible for all pupils. EHCP pupils fully included into the curriculum.	Autumn 2025

Planning Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Physical Environment	Learning environment of pupils with SEN, dyslexia and slow processing is not accessible	Incorporation of appropriate technology, including use of Chromebooks	SENCO Class Teachers LSTs (Learning Support Tutors) ICT Manager	Summer 2025	Learning environment is accessible to pupils with additional SEN needs	Autumn 2025

Planning Duty 3: Information

	Issue	What	Who	When	Outcome	Review
Information	Parent Survey shows parents need more information about their child's needs	Audit and parent survey of SEN parents	SENCO	Summer 2025	School is aware of accessibility gaps to its information delivery procedures for parents of SEN children	Autumn 2025

Please note: There is currently no disabled access to this building due to the way the school is built.

Monitoring and review

This plan will be reviewed on a two yearly basis by the governing body and headteacher. The next scheduled review date for this plan is April 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.