



# Victoria Park Junior School Accessibility Plan

Plan Written:	January 2024
Agreed by Governors:	Spring 2024
Review Date:	

## Purpose of the scheme

### **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.

Victoria Park Junior School is committed to providing an educationally inclusive school, where all our pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We provide an inclusive curriculum which meets the needs of all our pupils and celebrates the diversity of our community. We challenge and overcome barriers to learning and participation. We endeavor to make reasonable adjustments to ensure that our school environment is accessible to all. All of our pupils will be provided with equality of opportunity. We strive to fully involve parents in the education of their children through a continuous cycle of both formal and informal communication. At Victoria Park Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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.

## **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.

## Action plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	REVIEW
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>✓ All children achieve exceptionally well including those from ethnic minority backgrounds, with EAL or SEND. <i>Ofsted 2013</i></li> <li>✓ Shared responsibility for the monitoring of attainment, achievement and progress in relation to all groups</li> <li>✓ Inclusion of pupils with SEND in the classroom (monitored by SENDCO)</li> <li>✓ Use of our school values system to promote high aspiration for all pupils.</li> <li>✓ SEND pupils representing schools within sports</li> <li>✓ Our school offers a differentiated curriculum for all pupils</li> <li>✓ We use resources tailored to the needs of pupils who require support to access the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Broaden the range of extra-curricular activities on offer for <b>all</b> pupils.</li> <li>➤ Diversity and representation of current school community across foundation subjects.</li> </ul>	

	<ul style="list-style-type: none"> <li>✓ Curriculum resources include examples of people with disabilities</li> <li>✓ Targets are set effectively and are appropriate for pupils with additional needs</li> <li>✓ The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>		
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<p><b>Improve the delivery of information to pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>✓ Our school uses a range of communication methods to make sure information is accessible.</li> <li>✓ Liaising with external agencies to ensure the communicative needs of our pupils are met.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review signage in school to improve communication and accessibility.</li> </ul>	
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<p><b>Improve and maintain access to the physical environment</b></p>	<ul style="list-style-type: none"> <li>✓ Use of Every Child matters Meetings to ensure the social, emotional, physical needs of all pupils are monitored &amp; addressed where needed.</li> <li>✓ Liaising with external agencies to ensure the physical needs of our pupils are met.</li> <li>✓ The environment is adapted to the needs of pupils as required.</li> <li>✓ Building projects comply with and take account of the DDA and accessibility requirements.</li> <li>✓ The school building is on one level with no ramps or steps; has 2 disabled toilets, wide doorways and disabled parking facilities.</li> <li>✓ The accessibility of the school building and environment is audited annually.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parent/ career survey regarding accessibility</li> <li>➤ Continue to audit the school building environment with SEND children</li> </ul>	
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#### **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 the Equalities Team, Headteacher and governing body  
It will be approved by the governing body.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Special Educational Needs and Disability (SEND) information report
- SEND and Inclusion policy
- Supporting pupils with medical conditions policy
- Intimate care policy