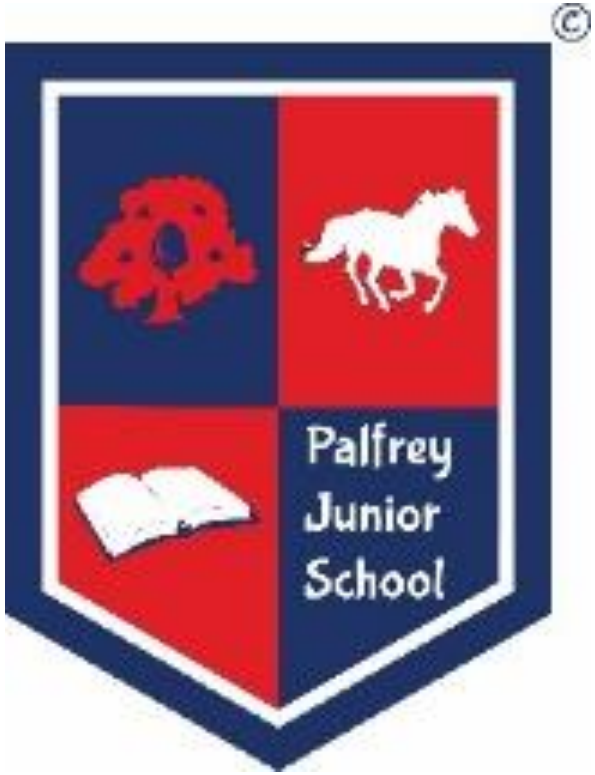
Palfrey Junior School Accessibility plan



Approved by:	[Name]	**Date:** [Date]
Last reviewed on:	11.09.23	
Next review due by:	11.09.26	

Contents

1. Aims 2
2. Legislation and guidance 2
3. Action plan 4
4. Monitoring arrangements 7
5. Links with other policies 7
Appendix 1: Accessibility audit 8

.....

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

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. We aim to provide all children with opportunities to grow “From Little Acorns to Mighty Oaks” as the school motto states.

At Palfrey Junior School we are committed to providing all children, staff and parents and all receiving services an equal opportunity and access to services the school provides. We aim to foster an inclusive environment where people feel free to disclose their disabilities. Achievement data will be used to ensure inclusive teaching and raise standards. We will make reasonable adjustments to make the learning environment accessible. We believe diversity is a strength which should be respected and celebrate by those who learn, teach and visit.

As of July 2012 Palfrey Junior school has been designated as an Enhanced Accessibility school with access for disabled pupils.

The accessibility plan is 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.

Support is given by the hearing and visual impairment teams and physiotherapists.

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

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require*	Continue offer a broad and balanced curriculum to all. Continue to work with	Middle leaders to monitor curriculum planning and evaluate with SENCO	SENCO, Middle Leaders	April 2021,	Meeting takes place and actions derived from evaluation are set out.

	support to access the curriculum. *We have regular visits from the VI and HI team and they keep regular contact with the SENCO to ensure accessibility for hearing and visually impaired children. Lindens audit the premises to make sure it accessible.* *Our specialist ASD teacher supports and advises school.* *The curriculum celebrates differences and successes in some votes for schools topics and in specially planned enrichment days. E.g the planned. ASD awareness day our good to be me SEMH days where children can learn to build resilience and self esteem. As part of this we are planning to celebrate the achievements of Paralympic athletes.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.*	specialist agencies. Maintain links with outside agencies. Celebrate differences in Good to be Me days.	Set new date for ASD awareness day (covid prevented) Organize celebration of Paralympic athletes to coincide with Paralympic Games. Termly pupil progress meetings. Targets set termly as part of curriculum and SEND profiles.	SENCO, Walsall VI, HI teams. Lindens SLT SENCO All staff SENCO teachers	Ongoing termly	Outside agencies continue to give advice to the school. Pupils progress and necessary interventions can be evidenced.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps	Maintain accessibility facilities	Health and safety audits, lift maintenance.	Health and safety officer		

	• Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Evac chair.					
Improve the delivery of information to pupils with a disability	*An induction loop is available in reception. Texts are enlarged and resources are used to enhance delivery of information according to advice from the HI and VI teams.*	Keep the curriculum accessible to all.	Organize regular contact from HI and VI teams.	SENCO	ongoing	Advice will be followed.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by school governors, Heads of school and the Executive Head Teacher.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2, most classrooms are on the second level.	Lift and Evac chair checked and maintained.	Health and safety officer	ongoing
Corridor access	Corridors are wide enough for wheel chair access.			
Lift	This is regularly maintained. There are also hoists in the large disabled toilet and the swimming pool.			
Parking bays	The school has disabled parking.			
Entrances	There are entrances to each base from the outside and fire exits directly from all of the second floor teaching spaces. The main entrance is on the second floor and is accessible to all. There is also a wide entrance on the first floor adjacent to the lift, three sets			

	of double doors into the hall, double doors to the Community Hub which also has two exits, one to the car park and one to Milton Street.			
Ramps	A wheelchair can be brought in through the main doors as there are no steps, through the Hub, through the hall doors and through the first floor door adjacent to the lift.			
Toilets	There are two disabled toilets, one of which had a changing bed, hoist and shower.			
Reception area	This is large and accessible			
Internal signage	Clear signage.			
Emergency escape routes	Each child with disabilities will have a PEEP and this will ensure an emergency exit plan.	When a child with disabilities that might affect their evacuation joins the school the SENCO will write a PEP.	SENCO	ongoing