

Greenleys Junior School



LEARNING *for* LIFE

Accessibility Plan

Date of Approval:	May 2021
Date of Next Review:	May 2024
Signed: Executive Headteacher	M Talbot
Signed: Chair of Governors	M Hall

Document History

Date	Change Reference	Summary of Change

Introduction

The Equality Act 2010 and the SEND Regulations 2014 were used to ensure the board of Governors of Greenleys Junior School recognises the following duties that these Acts place upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the building, so that there is an increased access to education for disabled pupils and to make the school building more accessible for disabled persons.

The areas of planning responsibilities are:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery of information to disabled pupils which is provided in writing to pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary.

Therefore, this plan will be monitored and evaluated by Greenleys Junior School Policy Committee of the board of governors and adapted as necessary to ensure the plan sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability and Greenleys Junior School

"A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities" – the DDA definition of disability.

Greenleys Junior School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourable in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Special Needs Policy, as well as the Single Equality Policy.

Access to the plan

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with the Senior Management team and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted inspectors upon request.

Support Policies:

Single Equality

S.E.N.D

Anti-Bullying

Educational Visits

Previous Adaptations made to the school;

- Included a toilet for the disabled in the reception area and year 6.
- Installing new electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- Staff within the school volunteered to be trained so that children with medical needs could gain access to the education, e.g. diabetes, epilepsy, celiac disease.
- Provision of a disabled parking bay at the entrance to the school.
- Provision of signage throughout the school and its grounds.
- (2017) Provision of yellow markings on all entrance and exit points as well as steps and play equipment areas for partially sighted children.
- (2017) Permanent lighting in a dimly lit corridor.
- (2020) Dedicated area within a shared area for a child with specific behavioural needs ensuring access to mainstream education.

At Greenleys Junior School we delegate areas of responsibility to staff members. The following areas will be addressed in the following Subject Leader Action Plans.

Improving Access to the Curriculum:

- SEND Subject Leader Action Plan and/or the children's individual provision plans e.g. EHCP or IEP.

Developing Access to the Physical Environment of the School:

- Health and Safety reviews.

Improving Delivery of Written Information:

- SEND Subject Leader Action Plan
- All other subject specific action plans.