



Accessibility Plan

Last reviewed on: October 2021

Next review due by: September 2023

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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 and neurodiverse pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled and neurodiverse 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.

Devonshire Junior Academy has a positive and inclusive approach to meeting the needs of all pupils including those with special educational needs and disabilities. We will ensure that all our learners aspire to the highest standards and make a positive contribution to the wider world.

We take a collaborative approach of all staff to promote and embed our Trust Values:

Loyalty – Focus on Family

Tenacity – Insist on Excellence

Kindness – Do good as you go

Courage – Embrace innovation

Brilliance – Seize success

The values help us ensure that the ethos across the family of schools is consistent. We expect all of our staff, pupils and parents to embody these values.

At Devonshire Junior, every teacher is responsible for all children in their class including those with any special educational needs and disabilities. It is our vision that all our children are provided with high quality learning experiences that prepare them for their next stage in life. Enabling them to make a positive contribution to their community. We believe that children learn best when lessons are engaging and challenging. We recognise that all children are unique and value and celebrate diversity. We believe that all children including those with disabilities, have the right to be part of our school community, to develop secure relationships, to feel a sense of belonging and to enjoy and achieve. We firmly believe that all children have the right to be educated within their local community and we intend to provide an environment where the needs of individual learners are met promptly and where staff feel well-equipped to meet a diverse range of needs.

In order to enjoy and access a balanced rigorous and inclusive curriculum through which children learn effectively, the staff and academy councilors aim to work with the staff and wider school community to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.

- Nurture an awareness of the need for a healthy lifestyle. ○ Provide a safe and secure learning environment for all pupils. ○ Provide opportunities for everyone to make a positive contribution to the community and the wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods. ○ Develop pupil collaboration and independent learning opportunities. ○ Make sure that all pupils are happy and have a positive self-esteem. ○ Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils. ○ Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

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; working with outside agencies such as Local Authority Inclusion support, children's therapies, health and social care, parents and pupils.

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, including include as appropriate: parents, staff and academy councilors of the school.

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 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 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	
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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	
Increase access to the curriculum for pupils with a disability	<p>Approach - Our school offers a differentiated curriculum for all pupils</p> <ul style="list-style-type: none"> • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed regularly to ensure it meets the needs of all pupils • Disabilities and needs are taken into account when planning off site visits • Opportunities for enrichment are planned regularly <ul style="list-style-type: none"> • Specialist teachers are employed to support the provision and progress of children with high support 	<p>To develop the communication friendly environment</p> <p>To continue to develop staff knowledge and skills of sensory support to enable increased engagement</p> <p>To continue to develop the visibility of disabilities and diversity within the curriculum</p>	<p>Increase use of visuals including pictures and symbols in lessons</p> <p>Raise awareness of strategies to improve communication</p> <p>Continue working with independent sensory integration specialists</p> <p>Staff training re sensory processing needs</p> <p>Continue provision of appropriate resources</p> <p>Diversity INSET</p> <p>Resourcing appropriate texts</p> <p>Subject leaders to continue to review and diversify the curriculum</p>	<p>Teachers</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO to facilitate</p> <p>SENCO</p> <p>Head Teacher</p>		

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Breakout spaces • Specialist facilities • Outdoor space • Sensory garden being developed • 	<p>Improve the sensory environment by:</p> <p>Replacing our current bell sound used for the timetable.</p> <p>To improve accessibility of interactive screens and projector screens</p>	<p>Review the current bell system</p> <p>Investigate alternatives including costs</p> <p>Seek pupil / staff voice regarding replacement sounds</p> <p>Install new clevertouch board in the library</p> <p>Install new projector in the hall</p> <p>Review the effectiveness of the screen in the hall</p>	<p>Site Team / SLT</p> <p>IT Technician</p>	<p>Spring 2022</p> <p>Summer 2022</p> <p>Autumn 2022</p> <p>Autumn 2022</p>	

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Explain your school's approach here. Example:</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources when required • Induction loops when needed • Pictorial or symbolic representations including Communicate in Print, communication books and PECS for those who need it, communication apps • Makaton is used • Objects of reference 	<p>To refresh and increase the use of signs and symbols around school</p>	<p>Review current use of signs, symbols etc.</p> <p>Replace and increase signs, symbols etc</p> <p>Visit to other environments using approach to inform</p> <p>Work / seek advice with speech and language therapist</p> <p>Makaton taster session</p>	<p>SENCO / SEND team</p>	<p>Spring 2022</p> <p>Spring 2022</p> <p>Spring 2022</p> <p>Summer 2022</p> <p>Summer 2022</p>	

