



Accessibility Policy and Plan

Approved by Governors – Nov 2024
Health and Safety Committee

To be reviewed at least every three years
Review date – Nov 2027

Governors print _____

Governors signed _____ Date _____

Accessibility Statement, Audit and Action Plan

Accessibility Statement:

At Joseph Turner we aim to provide a welcoming, caring and safe environment where everyone feels confident and valued. Where everyone is able through support and high expectations, to achieve and succeed.

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to be happy, confident citizens. Working together to inspire life-long learners.

Our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Joseph Turner prides itself on promoting learning and wellbeing, engaging with parents/carers and offering effective guidance and support both academically and pastorally.

Joseph Turner Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

1. Introduction

1.1 Our accessibility plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to all of the facilities and services regardless of disability, age, gender or race.

1.2 At Joseph Turner Primary we are committed to providing a fully accessible environment. Further, we are committed to challenging negative attitudes about accessibility and disability, and strive to develop a culture of awareness, tolerance and inclusion.

1.3 The school recognises that some of our pupils, staff and visitors may have individual needs and that might mean that they experience specific difficulties related to accessing education and/or the physical environment. We are committed to the delivery of an all-inclusive educational service and work hard to ensure all our pupils receive a high standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential. The key aims of this plan are to:

- Ensure all disabled pupils can participate in all the curriculum and extracurricular activities.
- Ensure the physical environment enables disabled pupils access to all the curriculum and extracurricular activities.
- Provide continuous education as normal as the conditions allow.

- Reduce the risk of low self-esteem, low self-confidence and low education achievements.
- Establish effective liaison.
- Ensure that prompt and affective actions are taken when any issues which affect accessibility are identified.

Joseph Turner Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timescale and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the lifetime of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in before/after school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information will be made available in various formats within a reasonable timeframe.

Joseph Turner Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The accessibility plan will be resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

2. Statutory

2.1 This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand the Local Authority can monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon compliance with that duty.

2.2 The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

2.3 These duties apply to disabled pupils, as defined in the Equality Act 2010. The act says that a pupil has a disability if they have a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities.

Physical or mental impairment include sensory impairments such as those affecting sight or hearing.

2.4 The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments. Attention Deficit Hyperactivity Disorder, people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not in itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day to day activities that should be considered.

2.5 The test of whether an impairment affects normal day to day activities is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eye sight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

2.6 A child's ability to memorise, concentrate, learn, speak move, make and maintain positive relationships is central to their education. An impairment that has a long-term effect on a child's ability to do these things may amount to a disability.

2.7 Some disabled pupils also have special educational needs and may receive support via school-based SEN provision or have a EHCP for their SEN needs. Just because a pupil has an EHCP does not take away the duty to make reasonable adjustments to them. In practice many disabled pupils who also have an EHCP will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments made for them in addition to any support they receive through SEN framework.

3. Role of the Governing Body

3.1. The responsibility for the Accessibility Plan lies with the Governors and Head of School.

3.2. It is a requirement of the school's accessibility plan be resourced, implemented, reviewed and revised as necessary.

4. Health and Safety

4.1 The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risk to health and safety of any person then this is a relevant factor in deciding whether it is reasonable to make that adjustment. Schools cannot eliminate all risk but suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and the actions that can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be ongoing throughout the pupil's time at school.

4.2. There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety of the disabled pupil or other site users. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

5. Charging Arrangements for Making Reasonable Adjustments

5.1. It is unlawful for a school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the school is funded.

6. Existing good Practice in School

6.1 Access and participation to the curriculum.

- Staff working with pupils with disabilities receive specialist training.
- Care plans are produced when a medical need is identified.
- Disabled pupils are able to access a range of activities, extracurricular activities and can participate in residential visits.
- Through risk assessments are undertaken as required and take into account the needs of each individual child for example a named adult will provide 1:1 support if appropriate.

6.2 Access to physical environment

- Joseph Turner is all at ground level.
- Corridors and classrooms are accessible for wheelchairs and frames.
- Corridors are kept clear of obstacles.
- Electric changing unit available.
- Disabled toilet available.
- Access to site is flat.
- Ramps are provided for steps into the classroom.

6.3 The delivery of information

- Pupils on role receive specialist support from specialist services e.g. diabetes nurse, school nurse, occupational therapist, educational psychologist, inclusion support, speech therapist.
- Annual reviews completed by SENCO and specialist teachers enable sharing of information.
- Termly parent evenings take place.
- Regular newsletter advertises school events and clubs.
- Text message system allows quick and easy distribution of information.

The accompanying action plan details how Joseph Turner will build on current good practice to make further improvements to accessibility for all its pupils.

The implementation of this policy will be monitored by the Head Teacher, who will make an annual report to the school Governors.

ACCESSIBILITY AUDIT

<u>PHYSICAL ACCESS and AUDIT PLAN.</u>					
ITEM	ISSUE	YES	NO	N/A	COMMENTS
1.	Is furniture and equipment selected, adjusted and located appropriately?	x			Specific assessments carried out based on individual needs.
2.	Are pathways and routes logical and easily accessible?	x			All pathways are kept clear.
3.	Do you have emergency and evacuation procedures to alert all staff, pupils and visitors?	x			Updated as and when required, reviewed annually. PEEPs written for children.
4.	Is appropriate furniture and equipment provided to meet the needs individual of pupils?	x			Specific assessments carried out based on individual needs.
5.	Do furniture layouts allow easy movement for pupils with disabilities?		x		Due to the layout of the school some classrooms aren't big enough to allow easy wheelchair manoeuvrability. Specific assessments are carried out based on individual needs.
6.	Are quiet rooms/calming rooms available for children who need this facility?	x			
7.	Are car parking spaces reserved for disabled people near the main entrance?	x			One disabled car parking area on site.
8.	Are there any barriers to easy movement around site and to entrances?		x		Some entrances have a single step. Portable ramp available if required or other easily accessible doors can be used.
9.	Are steps needed to access site?	x			Some entrances have a single step. Portable ramp available if required or other easily accessible doors can be used.
10.	Do all steps have contrasting edges?	x			All steps have contrasting edges.
11.	If there are steps is a ramp provided for access?	x			Portable ramp available if required or other easily accessible doors can be used.

12.	Is there a continuous handrail on each ramp, stair flight and landing?			x	Not required.
13.	Is it possible for a wheelchair user to get through the principal door unaided?	x			For security purposes some doors are fob operated. Fob readers are at a reachable level and these doors release automatically when the emergency evacuation bell is activated. Staff release the required doors for pupils to enter/leave the building.
14.	If no, is an alternative wheelchair accessible entrance provided?	x			Main entrance can be used if required.
15.	Is there a lobby at the principle entrance, if so is it possible for a wheelchair user to negotiate the doors?	x			For security purposes doors are fob operated. Fob readers are at a reachable level for wheelchair users.
16.	Do all internal doors allow a wheelchair user to get through unaided?		x		For security purposes some doors are fob operated. Fob readers are at a reachable level to wheelchair users and these doors release automatically when the emergency evacuation bell is activated. Staff release the required doors for any pupils needing to enter/leave the area.
17.	Do all corridors have a clear unobstructed width of at least 1.2m?	x			
18.	Does each corridor/block/building have a wheelchair accessible toilet?	x			Building is all one level and one unit. 1 wheelchair accessible toilet on site.
19.	Does the relevant block have accessible changing rooms?	x			Although generally not required on site, the disabled toilet area can be used for this purpose.
20.	If a floor is on more than one level, do the internal stairs/steps have contrast colour edging?			x	No internal steps.
21.	Does the building have a lift that can be used by wheelchair users to allow access to different levels?			x	Building is all on ground level.
22.	Is there a continuous handrail on each internal flight of stairs?			x	No stairs on site.

23.	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what kind.			x	Not required as site is all on one level.
24.	Is it possible for a wheelchair user to use all fire exits from the areas to which they have access?	x			Some entrances have a single step. Portable ramp available if required or other easily accessible doors can be used. For security purposes some doors are fob operated. Fob readers are at a reachable level for wheelchair users and these doors release automatically when the emergency evacuation bell is activated. Staff release the required doors for any pupils needing to enter/leave the building in none emergency situations.
25.	Are non-visual guides used to assist people using the building?		x		No, although PEEPs are written and put in place for any children who has vision difficulties or may find it difficult to exit the building without assistance. Named members are nominated to assist.
26.	Could any of the doors be confusing or disorientating for pupils with disabilities?		x		Most of the doors are for fire protection, security or privacy purposes.
27.	Do emergency alarm systems cater for those with hearing impairments?	x			Flashing alarm in medical room and disabled toilet area.
28.	Is a hearing loop available in the school?	x			Fixed loop located in main reception.

LEARNING ACCESS AND AUDIT PLAN.					
ITEM	ISSUE	YES	NO	N/A	COMMENTS
1.	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	x			Training is reviewed annually or as required. Staff are informed and supported to manage individual needs. Staff also work alongside Inclusion Support to receive training to support all pupils.
2.	Do you have arrangements for teachers and teaching assistants to have the	x			Training is reviewed annually or as required. Staff are informed and supported to manage individual needs

	necessary training to teach and support children and young people with disabilities if required?				and work alongside Inclusion Support to ensure staff have the right training.
3.	Do all staff seek to improve all barriers to learning and participation?	x			All staff are encouraged and supported to ensure every child is fully included in the curriculum. Risk assessments are put into place if required and activities adapted to make sure all children make progress.
4.	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress?	x			Teaching is adapted and based on childrens needs. Activities are adapted to make sure all children make progress.
5.	Are all children encouraged to take part in music, drama and physical activities?	x			All children are encouraged to participate in all curriculum and out of hours school lessons/activities. Risk assessments are put into place and activities adapted if required.
6.	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, eg. some form of exercise in PE?	x			All pupils participate in PE in some form. Specific risk assessments are carried out based on the individuals need and activities adapted if required.
7.	Do all staff recognise, understand and allow for the additional planning and effort for children and young people with disabilities to be fully included in the curriculum?	x			All children are fully included in the curriculum.
8.	Are all staff encouraged to recognise and allow for the additional time required by some pupils with	x			Children are allowed as much time as possible to complete activities.

	disabilities to use equipment in practical lessons?				
9.	Do you provide access to appropriate technology for those with disabilities?	x			Specific assessments carried out based on individual needs. Splash top/lpads available to support children in the classroom.

INFORMATION ACCESS AND AUDIT PLAN					
ITEM	ISSUE	YES	NO	N/A	COMMENTS
1.	Do you have arrangements to provide information in simple language, symbols, large print, on audio tape or in Braille for pupils who may have difficulty with standard forms of printed information?	x			Specific assessments carried out based on individual needs. Work is adapted for children and staff work alongside the Visual Impairment team and Inclusion Support and receive training on adapting resources.
2.	Do you have the facilities such as ICT to provide written information in different formats	x			A wide range of ICT is used to produce written work. Splashtop/lpads are also used to support children's learning.
3.	Do you ensure information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	x			Meetings and coffee mornings are held or information is adapted to make sure that it is user friendly for our parents. Telephone follow up calls are also made to ensure they understand the information.

ACCESSIBILITY AUDIT ACTION PLAN – Nov 2024

Increase access and participation to the curriculum for pupils with a disability.				
Objective	Current good practice	Further actions to be taken	Outcomes	Time Frame
Ensure the school curriculum is fully accessible to all pupils including those with disabilities.	Specialist agencies visit regularly to support staff and pupils e.g. Diabetes Nurse, School Nurse. Regular staff training sessions take place. Staff undertake appropriate training as required.	Ensure the relevant staff have access to up to date information regarding any disabled child in their care. Identify and address training needs of staff to understand and meet the needs of disabled pupils. Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.	Support staff and teachers are able to give disabled pupils the appropriate and necessary care and support. Disabled pupils have access to equipment appropriate to their needs and can fully access all lessons, activities and clubs.	Ongoing
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible.	Advise sought from specialist advisors where relevant. Statements and EHCP are used to create individual programmes of study. Parental and external advice sought as necessary including from specialists to input into ECHP and Risk Assessments.	Risk Assessments to be shared with relevant staff to ensure access to educational visits prior to visit.	Children with disabilities have full access to school trips, special events, afterschool clubs etc.	Ongoing.
Staff to be aware of accessibility plan and show that they are using it within their teaching and	Supports for individual and their personalised needs identified in teachers planning.	Revisit statement annually, share progress/outcomes with staff. Review curriculum and other policies to ensure they clearly	Inclusion Statement, policy and good working practices permeates all aspects of the	Ongoing. Ongoing as documentation is reviewed.

learning as required.		define their role in promoting equality for all members of the school community.	life and work of the school. Inclusion Statement is reflected in all policy documentation.	
To ensure any new pupils with identified need have full access to the curriculum.	SENCO gains information about pupils from previous settings. SENCO meet with parents and outside agencies, if required, prior to the start date to establish any adjustments etc which school needs to make and ensure all the necessary documentation is in place. Equipment, resources etc are put into place before disabled child starts.	Ensuring all the relevant staff have access to up to date information regarding any disabled child in their care.	Enables disabled pupil to participate in all school lesson, activities, trips and after school clubs.	Ongoing.
Improve and maintain access to the physical environment, so that disabled pupils can take better advantage of the education, benefits, facilities and services on offer.				
Access for disabled members of the school community took into consideration at the planning stage of any future building works.	School has input into the design of the current building.	Specialist advice to be sought when required.	Clear, easy and safe access for all around the school.	As appropriate.
Improve the availability and accessible information to disabled pupils.				
School to be aware of services available for	Pupils on role receive support from specialist	Access training to meet the needs of the individual pupil	School aware of any special provisions required to meet	On going

visually and hearing impaired children, and children with Downs' Syndrome and other disabilities.	services if required.	when and where appropriate.	the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development.	
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