



Ashbrook Junior School

ACCESSIBILITY PLAN & POLICY

Date

:

Approved by Governors

November 2022

ACCESSIBILITY PLAN

Schools have a duty, under the Disability Discrimination Act (as part of the 2010 Equality Act), to increase over time, their accessibility for disabled pupils. This plan should be read in conjunction with our “Statement on Inclusion”.

Definition

A person has a disability if he or she has a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This covers physical disabilities, sensory impairments and learning disabilities. Often a disabled person will have SEN but this is not always the case.

Admissions

Ashbrook Junior School will not treat disabled pupils less favourably, without justification, than their non-peers in:

- School admission
- Education and other services provided by the school for its pupils
- Exclusion

We will take reasonable steps to ensure that pupils who are disabled are not put at a substantial disadvantage in comparison to pupils who are not disabled. This is known as the “**reasonable adjustment**” duty.

Support

The school is not expected to provide auxiliary aids and services or changes to the physical environment of the school. Auxiliary aids are provided through the SEN framework.

Aims

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and service provided.
3. Improve the availability of accessible information to disabled pupils.

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.

The curriculum

- For teachers and teaching assistants to have access to necessary training in order to teach and support disabled pupils,
- For classroom to be optimally organised for disabled pupils,
- For teachers to provide lessons with opportunities for all to achieve,
- All pupils are encouraged to participate in music, drama and physical activities,
- To raise staff awareness of the mental effort expended by some disabled pupils, for example, using lip-reading,
- For staff to provide alternative ways of giving access to experiences or understanding,
- To provide access to computer technology, appropriate to students with disabilities,
- To make school visits accessible to disabled pupils if at all possible,
- To have high expectations of achievement for all pupils,
- To seek to remove barriers to learning and participation.

The School layout

- To make all areas of the school accessible to all pupils (including wheelchairs) in accordance with DDA.
- Ensure entrances and exits (including parking areas) are safe routes, logical and well-signed,
- Emergency and evacuation systems are set up to inform **all** pupils, including alarms with both visual and auditory components,
- Develop non-visual guides to assist people to use buildings,
- Ensure that décor and signage is not confusing or disorientating for disabled pupils with visual impairment,
- Ensure areas are well-lit
- Ensure provision of and access to, disabled toilet facilities.

Curriculum materials

- To make information and texts available in "large print" or Braille for pupils/parents/carers who may have difficulty with standard forms of print.
- To ensure that information is presented to groups in a way that is user friendly to people with disabilities,
- To seek additional teaching resources (such as lap tops) for children with disabilities,

- To ensure that staff are trained to use and familiarise themselves with technology and practices developed to assist people with disabilities.