



Poulner Junior School Accessibility Plan 2024-2027

Introduction

Poulner Junior School is a diverse and inclusive community that focuses on the wellbeing and progress of every child and where members of the community are of equal worth.

We value diversity and seek to give everyone in the school an equal chance to learn and progress. Our guiding principle is to identify and break down possible barriers to learning so that all children can 'learn, grow and thrive'.

Poulner strives to be a place of excellence in learning, where all children are supported and challenged to work towards their goals and to set aspirations that are high.

The school's SEND policy and Local Offer play a substantial role in guiding the school's developing provision for children with special educational needs and disabilities.

Context

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- *Increasing Access for disabled pupils to the school curriculum*
- *Improving access to the physical environment of the school*
- *Improving the delivery of written information to disabled pupils*

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Purpose of Plan

All children will have access to appropriate resources, opportunities and support that should and can be offered. The plan will enable the school to work towards this goal so that over time, we increase accessibility to the physical environment, develop the curriculum and written information so that all children with a disability can take full advantage of their education and associated opportunities.

Objectives

The objectives of this plan are:

- To ensure all disabled children are fully involved in school life and are making good progress
- To identify barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled children and their parents/carers to create appropriate provision, including

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality

- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

These arrangements are already in place:

- All children will be able to participate in all school trips and residential visits, reasonable and necessary adjustments will be made to ensure that the child can maximise their experience and involvement.
- PE and physical lessons will be adapted to ensure full participation with an access point that is suitable for the individual child.
- Curriculum opportunities and trips will be shared in advance with parents and the child so that the best preparation can be put into place to prepare the child for the experience.
- After school clubs and sporting opportunities will be accessible to all children and the school will actively seek out opportunities for children to take part in festivals if appropriate to support them with the experience of being part of a team.
- Transport to and from events will be accessible to all or where needed alternative arrangements will be agreed with the parent/carers.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Classrooms will be assigned based on accessibility with stairs or steps being avoided where needed, all central rooms such as JASPA, Thrive, Hub, ICT suite, library, hall and playground are accessible to all children and are on one level.
- Within the classrooms additional equipment is provided to support children further including foot raisers, wobble cushions, writing slops, hand grips and chairs that support children to rock.
- Coloured overlays are used where appropriate.
- Thrive room to support SEMH needs and additional programs to support wellbeing.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- Buff coloured paper and coloured backgrounds on interactive whiteboards.
- Enlarged printed copies of resources for children to refer to or write on.
- Personalised resources in front of the children, as well as on the board at the front.
- Differentiated resources with particular attention to reading age, plain English, images and layout- information at a level that the children will be able to successfully access.
- Laptops and other digital technologies.
- Tactile resources
- Readers and/or scribes in tests, where appropriate.
- School support service through the Family Liaison Officer to help parents to complete forms and gain additional help.

Financial Planning and control

The Headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Responsibilities

- All staff are responsible for identifying and removing barriers to learning for disabled children.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENDCo is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

Review

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of the disabled students and parents will feed into the review.

Accessibility Action Plan

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Carpark to be re-marked to clearly show disabled bays.	Headteacher/Site Manager to contact and raise on Local Authority PAM system. Contractors to be instructed to re-mark.	Site Manager	Medium term	Sept 2024	
Improved signage to support visitors to the site and to highlight accessible routes.	Signage to be reviewed and appropriate signs purchased and set in the correct positions to support visitors.	Site Manager/Head teacher	Medium term	Sept 2024	
Further develop the woodland area so that it is fully accessible to all pupils including those who may use a wheelchair.	Work with parent groups/volunteers to lay further hardcore to ensure that clear pathways are accessible, flat and reach all key areas within the pond wildlife area. Development of allotment area so that access and beds are of raised height.	Outdoor leader and Headteacher	Medium term	Sept 2024	

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Greater emphasis throughout the year to recognise and where appropriate celebrate a range of events linked to religious festivals or national days to educate further.	Community cohesion and RE leader to review current provision and seek to develop further meaningful opportunities to raise key events and dates with the children and use these as opportunities to celebrate and educate.	RE leader/community cohesion leader	Medium term	Sept 2024-25	
Appoint a lead teacher to support LGBTQ aspects of the school, supporting the children and ensuring that the school is demonstrating a fully inclusive ethos and support for children and families.	Headteacher to appoint a teacher to lead on LGBTQ support and provision within the school. Evaluate current practice and develop action plan to improve provision, training and support further. Attend LGBTQ training to support staff member in role.	Headteacher to appoint a teacher to this role.	Medium term	Sept 2024-25	
Develop a stakeholder working group to ensure that school is developing further inclusion and diversity opportunities.	Headteacher to set up group and to undertake school audit to review current provision and set new goals. Development of curriculum to ensure wider opportunities for inclusion and potential school twinning.	RE leader Headteacher	Medium term	Sept 24-25	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Further develop the woodland area so that it is fully accessible to all pupils including those who may use a wheelchair.	Work with parent groups/volunteers to lay further hardcore to ensure that clear pathways are accessible, flat and reach all key areas within the pond wildlife area.	Outdoor leader and Headteacher	Medium term	Sept 2024-25	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Website/letters to be able to be viewed in a wide range of languages.	Headteacher to liaise with parents and give option of key information being given and presented in range of languages.	Headteacher	Short term	April 2024-25	