



THOMAS JOHNSON LOWER SCHOOL

Hurst Grove, Lidlington, Bedfordshire MK43 0SB

Tel: 01525 402377 / 01525 404743

email: office@thomasjohnsonschool.co.uk

Accessibility Plan

Responsibility	All staff and the Governing Body
Date	Sept 2019-20
Approved by Full Governing Body	October 2019
Storage: (i) Electronic (ii) Hard Copy	(i) School website (managed by school secretary) (ii) School office and staff room

Purpose

Governors and staff know that they have a statutory and moral obligation to ensure that arrangements are in place for all children to be able to access our school safely and with ease. We recognise that the safety of the children is the responsibility of everyone who works in school, so our policy includes the whole school community: all teaching and non-teaching staff, visitors, volunteers, parents and governors.

We recognize that this accessibility plan may change in accordance with the needs of the children who enter and move through our school and we also recognise that we need to be forward thinking in making plans for our children to be able to access the school, classrooms, equipment both indoors and outdoors and also the site and the surrounding environment.

At Thomas Johnson Lower School we aim to provide a safe, secure and consistent environment for all our children.

Aims of this policy

The school aims to ensure that the accessibility of provision for all students, staff and visitors to the school remains a key priority. The following areas will be included in the school's accessibility plan:

- Monitoring the extent to which disabled students can participate in the school curriculum and improving this where the need is identified
- Maintaining the physical environment of the school to ensure that disabled students can take advantage of education and associated services and improving this as required
- Improving the current accessibility for children who are disabled through identifying key areas requiring building work/renovation to meet the needs of all children.

Legislation

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties under the new act are the same as those in The SEN and Disability Act 2001.

The Governing Body has three key duties towards disabled students:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

The new act maintains the duty on all public authorities, including schools and local authorities, to promote disability equality.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as: "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."

Key Objective

To reduce and eliminate barriers that may prevent any person with a disability from participating fully in the school community.

Action Plan

In the attached appendices are audits of current provision relating to the three key areas of accessibility as outlined above, including actions required to maintain and improve this.

The action plan will be monitored by governors and updated as appropriate. Evaluation of the progress of the plan will be made by the governing body. The advice and support of the Local Authority will be sought where necessary in implementing the plan and in the development of any capital related work at Thomas Johnson Lower School.

Success Criteria	Action Required	Impact	Who? When?
1. Curriculum Inclusion underpins all policy and practice: all staff strive to remove barriers to learning	<ul style="list-style-type: none"> All staff to continue to differentiate tasks for all children All staff to liaise with SLT and discuss any areas for development including; resources, specialist involvement e.g. outside agencies, SENCO to oversee all teaching and learning throughout the school and monitor children's progress. 	<ul style="list-style-type: none"> All children will continue to make good progress. Staff will be informed about the needs of all children and will be able to meet those needs through Quality First Teaching All staff will have in depth knowledge and understanding about the needs of all children, including those children with additional needs and disabilities. 	All staff ZD – SENCO MH – Head Teacher Governors
2. All staff have high expectations for all pupils	<ul style="list-style-type: none"> Tracking and Target Setting – Using Target Tracker Lesson Observations Book scrutiny 	<ul style="list-style-type: none"> Children's progress will be monitored by all staff. Staff will be able to discuss the impact of their teaching and they will be able to challenge children or support children appropriately. 	All staff ZD – SENCO MH – Head Teacher Governors
3. Teachers and Support Assistants to have training to meet the needs of all children in the school	<ul style="list-style-type: none"> ZD to monitor the needs within school and ensure that all staff have high quality training to meet the needs of all children; including those children with disabilities Invite external agencies into school when required to access specialist knowledge and understanding 	<ul style="list-style-type: none"> Children will be supported by staff who have a sound understanding of the needs each child has. Staff will be confident in using strategies to meet the needs of all children. 	All staff ZD – SENCO MH – Head Teacher Governors
4. Additional requirements for pupils with specific needs are recognised by staff.	<ul style="list-style-type: none"> ZD to monitor and evaluate the needs within school and to ensure that all staff are meeting the needs of the children through teaching opportunities, playtime expectations and any other time the children spend in school e.g. lunchtime. 	<ul style="list-style-type: none"> All children's needs will be met for the duration of the school day, through careful monitoring and evaluation. 	All staff ZD – SENCO MH – Head Teacher Governors
5. Classrooms are optimally organised for	<ul style="list-style-type: none"> In liaison with class teachers, ZD to ensure that furniture is arranged to improve accessibility and 	<ul style="list-style-type: none"> Children with additional needs will have their needs met through 	All staff ZD – SENCO MH – Head Teacher

disabled children	<p>the necessary equipment is purchased to support disabled children accessing the curriculum</p> <ul style="list-style-type: none"> • Ensure that children are seated appropriately within each classroom to meet their needs 	classroom organisation and careful choosing of necessary equipment and facilities to enable access at all times.	Governors
-------------------	---	--	-----------