



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
Review Date	December 2021
Approved by Full Governing Body	December 2020
Storage: (Electronic	School website (managed by school secretary)

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.

Curriculum Access			
Target	Strategy	Impact	Timeframe
Inclusion underpins all policy and practice: all staff strive to remove barriers to learning	All staff to continue to adjust learning 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.	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.	Ongoing
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 ● Pupil voice 	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.	Ongoing
Teachers and Support Assistants to have training to meet the needs of all children in the school	SENCO monitors the needs within school and ensures 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	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.	Review as need dependent on specific children's needs and staffing changes
Additional requirements for pupils with specific needs are recognised by staff.	SENCO 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.	All children's needs will be met for the duration of the school day, through careful monitoring and evaluation.	Review as need dependent on specific children's needs
Classrooms are optimally organised for disabled children	In liaison with class teachers, SENCO to ensure that furniture is arranged to improve accessibility and the necessary equipment is purchased to support disabled children accessing the curriculum	Children with additional needs will have their needs met through classroom organisation and careful choosing of necessary equipment and facilities to enable access at all times.	Annually or according to need if new children start at the school unexpectedly

	Ensure that children are seated appropriately within each classroom to meet their needs		
Review policies for continuing curriculum access whilst at home	Improve links between home and school so that children who are absent due to long term conditions are able to access the curriculum if they are fit to do so. Find out from parents how the school can best enable that to happen.	Children who are absent from school due to illness or disability are able to access the curriculum. (Each case will depend on the child's specific need and age). Parents are aware of where and how they can get support. Social links are maintained	According to need
Training for awareness raising of disability Issues.	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to access	Ongoing

Improving the Physical Environment. *The school will take account of any Health and Safety Audits and other external and internal reviews and will review this aspect on a regular basis*

Target	Strategy	Impact	Timeframe
Continue to ensure all areas of the school are compliant with accessibility.	Checks and procedures ensure modifications continue to be fit for purpose	Classroom adjustments, ramps, toilet facilities etc ensure the physical environment supports pupils' needs.	Ongoing

Improving delivery to disabled pupils, parents, staff or visitors of information which is provided in writing for those who are not disabled.

Target	Strategy	Impact	Timeframe
Ensure that parents who cannot read, have limited reading abilities or having a disability which means that they have difficulty reading texts have full access to school information	Telephone calls or 1:1 conversations ensure parents are kept fully informed. Enlarged texts for visually impaired. Information on the website so that it can be enlarged. Office Manager to continue to fill in important forms for parents who cannot read or write	Parents who cannot easily access written texts are able to know and understand letters and other information which goes home.	Ongoing
Provide alternative methods of giving information	Audit needs of pupils. Consider how marking and feedback is given and the use of visual timetables.	This will depend on the children's needs and the needs of those who are yet to start at the school.	To be reviewed at each point that there is a perceived need.

Improving systems and policies

Target	Strategy	Impact	Timeframe
Ensure that policies and procedures are effective.	Conduct a full review of all policies and procedures relating to this area	Policies and procedures are reflected in the school. All staff, governors, parents and children are informed. The policies are on the school website	Ongoing
Review care plans and the systems in place. When new medical needs arise, contact agencies to meet regarding Education and Healthcare Plans for the child.	SENCO ensures care plans are kept both centrally and in the key places they need to be for the child. Ensure that every care plan has a photograph. Review care plans with all staff once a term, unless there is a change in which case it would be immediately	Children with medical needs are all identified and care plans are in place for specific children who need them. All staff are aware of these children and their needs.	Ongoing