



Accessibility Policy

January 2023

Review by January 2026

Accessibility and Inclusion Policy for Thomas Johnson Lower School

At **Thomas Johnson Lower School**, the spiritual, social, moral, and cultural development of all our children, along with their safety, is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school can achieve success and self-fulfillment. There must be a total consistency of expectation that everyone, irrespective of gender, race, or culture, should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

Within our school values and ethos, we clearly state the importance of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest standards. We do this by taking into account pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and we have high expectations for all children. The achievements, attitudes, and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender, or background.

This plan has been guided by our vision and aims and is designed to secure provision for disabled members of our community. At **Thomas Johnson Lower School**, we are committed to creating an environment that secures the inclusion of all children, staff, parents, and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes that may exist in relation to disability of any kind.

This plan is drawn up in accordance with the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001. DfE guidance issued in July 2002 also informs our procedures and practice. As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities."

This plan includes:

- A description of processes for identifying, removing, and preventing barriers for people with disabilities
- Our objectives for the improvement of accessibility over a three-year period
- How our plans for improvement will be monitored

Accessibility Planning Process

Plans for accessibility improvement are developed bi-annually through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness

- Communication of information
-

Removing Barriers

The school must make reasonable adjustments to ensure that pupils, staff members, and the public are not disadvantaged. Disabilities can limit the extent to which children can participate in the curriculum and can impede the delivery of information. For example, if a child suffers from hearing loss, the teacher will always try to face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The **Accessibility Plan 2024-2027** covers the measures we have already taken and are still taking to improve our school.

The Physical Environment/Facilities

This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents, and visitors. We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school.

Where necessary, we will try to improve the following:

- Access to the school, by installing ramps and handrails
 - Movement around the building, e.g., by adaptations such as improved colour schemes for people with impaired sight
 - Accommodation within the building, by providing toilets for disabled pupils, soundproofing for pupils with impaired hearing, and medical rooms
 - Information and communication technology, by selecting appropriate hardware and software
 - Signage, by putting it in clear print
-

The Curriculum

All matters that pertain to a review of the curriculum are addressed in this part of our review and planning process. Our aim is to ensure that we secure access for pupils with disabilities. It considers provision for teaching and learning and the wider curriculum of the school, such as participation in extracurricular activities and school visits. It also addresses the need for specialist aids and equipment that may be required for some pupils to access the curriculum.

If necessary, the needs of staff with disabilities will also be considered to ensure that they are able to fulfil their roles in delivering the curriculum and securing the progress of all pupils. Many of the adjustments we make are dependent upon individual needs, and we ensure an individualized approach through a Pupil Support Plan and Provision Maps. We seek to respond to guidance from

parents/carers and children. In addition, we welcome advice from external agencies such as Specialist Teachers, Physiotherapists, and Occupational Health.

Support Services

This part of the review looks at access to services currently provided within and external to the school to support children and families where a disability is identified.

Awareness

Review and planning in this area identify the training and development needs of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Through diversity and equality curriculum opportunities, we also seek to heighten children's awareness of issues in relation to disability.

Communication of Information

Planning in this respect addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

This plan will be amended in light of emerging information received from the school's evaluation and review procedures and updated accordingly on a needs basis.

Safeguarding

At **Thomas Johnson Lower School**, Child Protection and Safeguarding is paramount, and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to protection from all types of abuse, and staff are vigilant for signs of any student in distress. They are confident in applying the process to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, **Thomas Johnson Lower School** procedures and processes will be followed at all times in accordance with the Child Protection and Safeguarding Policy.

The Accessibility Plan should be read in conjunction with the following policies, strategies, and documents:

- Curriculum Policy
- Equality Statements and Objectives Policy
- Health and Safety Policy
- Special Educational Needs Policy

- Behaviour Policy
 - Equal Opportunities Policy
 - School Development Plan
 - School Prospectus and Vision Statement
-

This completes the **Thomas Johnson Lower School Accessibility and Inclusion Plan**.