Castle Bromwich Junior School

Where together we can learn, work and succeed.

Castle Bromwich Junior School Accessibility Policy and Plan

Date – 2024

Reviewed by – Tristi Timms

Review date – September 2027

Castle Bromwich Junior School
Accessibility Policy and Plan
2024- 2027

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Castle Bromwich Junior School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery. This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We believe that all children and young people have the right to have a healthy environment , to be happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Castle Bromwich Junior School endorses the Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
Under the Special Educational Needs and Disability (SEND) Code of Practice, 'longterm' 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Areas of planning responsibilities

- 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)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- 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. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through selfreview and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.
It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	**Strategies**	**Time-scale**	**Responsibility**	**Success Criteria**	**Review September 2027**
Ensure new classroom support staff have specific training on disability issues (**Ongoing target)**	Be aware of staff training needs Staff access appropriate CPD Recommended online learning modules if appropriate	As required	SENCO	Raised confidence of support staff	
Continue to ensure all staff are aware of disabled children's curriculum access (**Ongoing target)**	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs	
Use ICT software to support learning effectively (**Ongoing target)**	Make sure software installed where needed Ipads regularly updated Use of SEND laptops to support learning for key pupils	As required	ICT	Wider use of SEN resources in classrooms	
Continue to ensure all educational visits to be accessible to all (**Ongoing target)**	Ensure each new venue is vetted for appropriateness	As required	HT/Year Leaders/ Class teachers/ Curriculu m Manager	All pupils in school able to access all educational visits and take part in a range of activities	

Curriculum resources include	Develop the resources/ reading	Throug h the academi	Subject leaders/ Reading	A range of reading materials	
examples of people with disabilities.	materials that the children access to represent people with disabilities.	c year – termly budget used to purchas e resourc es.	lead	across the curriculum represent people with disabilities.	

Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis. Provision, in exceptional cases, will be developed when a pupil's specific needs are known.

Target	**Strategies**	**Time-scale**	**Responsi bility**	**Success criteria**	**Review September 2027**
Consider the use/ management of staging during year group productions for wheelchair users **(Ongoing target)**	To Consider the layout of the staging so a wheelchair user is able to participate. To ensure that if it is not possible for the wheelchair user to be on the stage that there pupils are also placed with that person so they are not isolated.	Ongoing	Year teams Senco	Children wit SEND/ disabilities don't feel isolated and are part of the year group production	
To fit a button to operate reception door so it is easily opened and closed	Get door upgraded to an button operated door	Autumn 2025	Senco/ site manager	Easy access to reception for wheelchair users.	

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, 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 timeframe.
In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Time-scale	Respons ibility	Success criteria	Review September 2027
Ensure all staff are aware of and consistently use accessible formats (**Ongoing target)**	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO	Staff produce their own information that is Dyslexia friendly consistently across the school.	
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information (**Ongoing target)**	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Ongoing	ICT technicia n	All can access information about the school	
School to be able to produce large print transcriptions (**Ongoing target)**	School staff trained by SEN Service (SISSPD team) to produce materials in large print	Ongoi ng	Class teachers Senco	Pupils have large print materials as required	

Arrangements for publication

- All staff and governors will receive a copy of the plan and it is accessible from the school website.

- Arrangements will be made to modify, enlarge and/or communicate this policy in other formats upon request

Accessibility Plan Date: September 2024

Review Date: September 2027

Senior member of staff responsible: Tristi Timms
Inclusion Panel members: Cindy Miekle (Governor) Caroel Churchard (Assistant Senco) Mandip Gill-Cunneen (Inclusion Manager) Gary Woodhouse (Site Manager)