

Castle Bromwich Junior School Accessibility Policy and Plan 2021- 2024

Introduction

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.

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.

Purpose of Plan

This plan shows how Castle Bromwich Junior School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

What do we understand by 'disability'?

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1)

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)

How we will meet the General Duty and Specific Duty?

The production of this plan provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty.

The General Duty

By challenging any negative attitudes to disability we will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act.
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that it appears to involve treating disabled persons more favourably than other persons

This plan relates to disability equality issues and are explicitly addressed in all policies through the normal review process, with priority given to the school's SEN policy, Gender Equality Scheme, School Improvement Plan, Teaching and Learning Policy, ICT and Health and Safety policy.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review 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 2024
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 I pads 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/ Curriculum Manager	All pupils in school able to access all educational visits and take part in a range of activities	
Track and monitor the after school provision and ensure that it	Monitor the registers of attendees Invite pupils with disabilities	Termly	OE Lead/ Senco	Children with SEND/ disabilities represented in the after	

is accessible to all pupils and that pupils with disabilities are encouraged to attend the clubs available	to specific clubs that they may be interested in.			school provision.	
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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	Responsibility	Success criteria	Review September 2024
Consider the use/ management of staging during year group productions for wheelchair users	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.	On-going	Year teams Senco	Children with SEND/ disabilities don't feel isolated and are part of the year group production	
To complete and environmental audit to maximise access of the environment	Environmental Audit based on LA Accessibility Audit	Autumn 2021	Senco/ site manager	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment, visual impairment	
To ensure all signs and symbols in Braille for pupils with visual impairments and in picture	Purchase new signage for relevant spaces	Autumn 2021	Senco/ site manager	All signs across school are clear for pupils/ adults with a VI.	

form for those with communication and learning difficulties.					
Accessible signage is used, throughout the setting's environment, at all activities and events	Purchase new signage for relevant spaces	Autumn 2021	Senco/site manager	All signs across school are clear for pupils/adults with a VI.	
To fit a button to operate reception door so it is easily opened and closed	Get door upgraded to an button operated door	Autumn 2021	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	Responsibility	Success criteria	Review September 2024
Ensure all staff are aware of and consistently use accessible formats (Ongoing target)	Guidance to staff on dyslexia and accessible information	On-going	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	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Spring 2022	ICT technician	All can access information about the school	
School to be able to produce large print transcriptions	School staff trained by SEN Service (SISSPD team) to produce materials in large print	Ongoing	Class teachers Senco	Pupils have large print materials as required	
To review whether information is available in a variety of languages when sharing with parents on different forums	To investigate tools to make information sharing easy to translate for parents on the online tools used.	Spring 2022	Senco network manager	Information easily accessible for parents who speak different languages.	

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 2021

Review Date: September 2024

Senior member of staff responsible: Tristi Timms

Inclusion Panel members: Karen Battersby (Governor) Louise Oram (Member of staff) Tristi Timms (Inclusion Manager) Gary Woodhouse (Site Manager)

