

# Jennett's Park CE Primary

## Accessibility Plan



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## SCHOOL ACCESSIBILITY PLAN

### Introduction

Our whole school community lives out our core Christian Values within the Rainbow Promise through everything we say and do in school. These are our promises to keep to our children to be able to serve the common good with our work as part of the Church of England.

At Jennett's Park we are:	Our promises:
<b>Educating for Wisdom, Knowledge and Skills</b>	To help grow resourceful , resilient and reflective children who are equipped with the skills , knowledge and tenacity empower themselves, their learning throughout their lives.
<b>Educating for Hope and Aspiration</b>	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
<b>Educating for Community and Living Well Together</b>	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
<b>Educating for Dignity and Respect</b>	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

This plan is drawn up in accordance with the Equality Act 2010. We desire to build a school community in which all are treated equally and with dignity, because Jesus said: John 10:10 I have come that they may have life, and have it to the full.

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 1995 (DDA).

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Governing Body of Jennett's Park Primary School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Jennett's Park Primary School was built in 2010 and is well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- use of these classrooms can be rotated to meet pupils' needs, if necessary;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps;
- three disabled toilets are available for pupils, visitors and staff.

### Definition of Disability

Disability is defined by the Equality Act 2010:

“A person (P) has a disability if;

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.”

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### Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability. John 13:34 34 'A new command I give you: love one another. As I have loved you, so you must love one another.

### Principles

1. Compliance with the Equality Act is consistent with the school's aims and equality scheme, and the operation of the school's SEN policy;
2. The school recognises its duty under the Equality Act:
  - to prepare and deliver in writing an accessibility plan and further such plans at such times as may be prescribed.
  - to improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
  - to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
  - to increase the extent to which disabled pupils can participate in the school's curriculum
  - to deliver improvements within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents
  - to keep the accessibility plan under review during the period to which it relates and, if necessary, revise it
  - to have regard to the need to allocate adequate resources for implementing the plan
3. In performing their duties, governors and staff will have regard to relevant Codes of Practice and Statutory Regulations.
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of an inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.

### Activity

Jennett's Park CE Primary School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

#### **a) Delivery of the curriculum**

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

#### **b) Physical environment**

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The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

A full review of the physical environment will be undertaken after one academic year, in order to evaluate the effectiveness of the physical environment in supporting those with specific needs/disabilities. This audit will be carried out by the Governing Body or one of its nominated committees and will be used to plan for future development and improvement.

### c) Monitoring of pupil progress

A comprehensive tracking system will be established to monitor the progress of all groups of learners, including those with specific disabilities. Progress of all learners will be reported to the Full Governing Body through the termly Headteacher's reports.

### Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND policy
- Single Equality Policy
- Curriculum Policies

Action Plan :

Delivery of the curriculum				
Targets	Tasks	Resources	Timescale	Monitoring
Curriculum Access All students able to access high quality provision  All students have access to a broad, balanced and relevant curriculum	Review curriculum Provision and promises given to them	SLT and CL presentation and discussion Budget and staffing	Ongoing	Children and Learning
Ensure participation in extracurricular activities, trips and visits  Increase in participation rates	Audit of and monitoring of extracurricular provision Individual students monitored in planning visits	TOIL	Yearly report to S & C committee	School and community

Physical environment				
Targets	Tasks	Resources	Timescale	Monitoring
Physical access to Site accessible  Audit of accessibility of school buildings and grounds. Suggest actions and implement as budget	Review and where appropriate and necessary, make improvements to: <input type="checkbox"/> Access to buildings <input type="checkbox"/> Access to lift <input type="checkbox"/> Provision of	Time Budget for capital projects (DFC)	On-going	Report budgetary shortfall to Finance Committee for consideration

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allows	ramp at back entrance <input type="checkbox"/> Accessible parking bays <input type="checkbox"/> Signage <input type="checkbox"/> Flagstones on footpaths			
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Monitoring of information to pupils, Parents and staff				
Targets	Tasks	Resources	Timescale	Monitoring
Equality and Inclusion  Awareness of issues	Review staff training needs. Provision of training and information updates as necessary (staff meetings/INSET days)	Percentage of staff training budget to be diverted to support	Ongoing	Schools and Community
Policies reflect current legislation- Ensure that policies consider the implications of disability access	Consideration given on rolling basis as policies are reviewed	Time	Ongoing	Local Governing Body
All parents access required information- Continue to ensure information is accessible to parents, staff and students	Review <input type="checkbox"/> Signer access <input type="checkbox"/> Staff/student resources <input type="checkbox"/> Presentation font size <input type="checkbox"/> Website <input type="checkbox"/> Letters	Time	Ongoing	Schools and Community – SLt and Office awareness