



Accessibility Policy and Plan

Policy approved by: Health and Safety ~~Committee~~Committee

Date adopted: October 2020

Policy Review date: October 2023

Plan Review Date: October 2021

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

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.

Cove Junior School is committed to providing an environment that enables access to a broad and balanced curriculum that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including School Staff, Pupils, Parents, School Governors and a range of outside agencies when appropriate.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, people who are in remission from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

4. Monitoring arrangements

This policy document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. In addition, the Accessibility Plan will be reviewed annually.

It will be approved by the Headteacher and ratified by the school's Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical needs policy

6. Action plan 2019-20

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

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Completion Date	Success criteria	Impact Review October 2021
To increase access to the curriculum for pupils with a disability	Cove Junior School offers a curriculum that meets the needs of all children and uses specific resources to ensure certain pupils are able to access the curriculum fully.	To ensure that Quality First teaching is strong in all classes and caters for the needs of all pupils	See SSIP	Class Teachers & Leadership Team	Ongoing with a new annual SSIP in place Autumn 1 2020	External validation by LLP & Ofsted ratify the judgements of the school leadership team	
		Diminish the difference between vulnerable groups and their cohort	See SSIP	Class Teachers & Leadership Team	Ongoing with a new annual SSIP in place Autumn 1 2020	Data indicates that this gap is narrowing	
		Use of IT equipment used for more individual needs	Teachers to be given opportunities to develop the use of IT as a means for pupils to better access the curriculum.	IT Leader & SENCo	Laptops in class for identified individuals December 2020	Evidence of IT equipment being used in lessons effectively	Full use of IT resources are made – devices are timetabled to ensure
		To increase the impact of LSAs in relation to developing the learning of the most vulnerable pupils.	Identified LSAs, who work 1-on-1 will continue to develop entitlement for the most vulnerable pupils in school.	Identified LSAs, Outside Agencies & SENCo	Work will commence in September and be reviewed at regular intervals, usually this will be at least on a ½ termly basis.	The balance of activities will have a greater emphasis on learning.	
		To increase the curriculum time for the most vulnerable pupils in school.				The identified pupils will be attending school on a more frequent basis or for longer sessions.	

	LSAs use fine and gross motor control programs where appropriate with identified pupils.	To offer fine and gross motor interventions for specific children to help them to access the curriculum	Targeted intervention groups are planned, delivered and reviewed	SENCo & LSAs	July 2020	Improved fine and gross motor skills for identified children (evidence in tracking documents)	
	Transition from Key Stage to Key Stage is achieved through staff meeting pupils and colleagues from transitioning school.	Refine transition arrangements to ensure that, as best we can, transition runs smoothly for all pupils	School identifies key leaders in Lower School and in Year 6 who are responsible for organising transition.	Year 3 Leader Lower School Leader Year 6 leader SENCO	Summer 2	All school staff will be aware of the needs of the pupils entering and exiting our school TPAs (Transition Partnership Agreements) are in place as required	
To improve and maintain access to the physical environment	Cove Junior School is inclusive and makes all reasonable adjustments to ensure fair access for all stakeholders in all areas of school life	Continue to ensure that of access to the school site and to key information is available for all stakeholders	Continue to ensure that of access to the school site and to key information is available for all stakeholders	As appropriate	As appropriate	All stakeholders have equal and fair access to information, events and the school itself	