

FAIR OAK JUNIOR SCHOOL

Accessibility Policy and Plan March 2023 – March 2026



Name of School	Fair Oak Junior School
Date of Policy Issue/Review	March 2023 / Annual until March 2026
Name of Headteacher	David Bessant
Signature of Headteacher	<i>D.Bessant</i>
Signature of Chair of Governors	<i>M.Harder</i>

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Fair Oak Junior School's Accessibility Policy & Plan (2023 to 2026)

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.

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 aimed to include a range of stakeholders in the development of this accessibility plan

Legislation and guidance

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Fair Oak Junior School, the plan will be monitored by the Headteacher and evaluated by the Full Governing Body. The current Plan will be appended to this document.

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.

1. Vision Statement:

At Fair Oak Junior School we believe that learning is at its most powerful when it nurtures curious minds, fosters independence and provides opportunities for every child to be the best that they can be. Children, staff and parents will work together to create a safe and supportive environment. Our curriculum will help children to grow in confidence and build resilience as we celebrate success and support each other as life-long learners. Together, we will be confident and curious learners who can contribute fully in our local and global communities.

Accessibility Plan

- 1) The Fair Oak Junior School's Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Fair Oak Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Fair Oak Junior School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- **Increase access to the curriculum for pupils** with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- **Improve the delivery of written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats

within a reasonable timeframe.

5) The Fair Oak Junior School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

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

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Full Governing Body meetings.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims

Our Aims are:

- **Increase access to the curriculum for pupils with a disability.**
- **Improve and maintain access to the physical environment.**
- **Improve the delivery of written information to pupils/parents.**

3. Current good practice

As part of our induction process into Year 3, we ask about any disability or health condition in early communications with new parents and carers. Any conditions that we are made aware of require an individual health care plan (IHCP) to be written in conjunction with the parents or carers. An IHCP is a document that records important information about the medical condition, symptoms, and the support a child needs to ensure they can make the most of school. For children already in school, we ask parents and carers to inform us of any changes to their children's needs and the IHCP's are updated accordingly.

Physical Environment

Children with disabilities are encouraged to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access.

Curriculum

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of children with disabilities, for example: peer relationships, the provision of personal care, the presence or lack of role models or images of disabled people.

4. Access Audit

The majority of the school accommodation is of one storey construction which has access to disabled facilities and a unisex accessible toilet. All shared area spaces; such as the library and hall are located on the ground floor so can be accessed/used by all. On-site car parking for staff and visitors includes a disabled parking bay. Although the school grounds are accessible to wheelchair users the school field cannot easily be accessed via the Street classrooms or the Street itself. However, there is access to these areas from the main office/entrance area and through the tarmacked playgrounds. The Oak Garden to the field may give restricted access unless accompanied by an adult. At present we have no wheel chair dependent pupils. The school has internal emergency signage and escape routes are clearly marked.

PEEPS are written and updated on a needs basis.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. Progress towards the achievement in the action plan will be a standing agenda on FGB agendas.

6. Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1: Increase the extent to which disabled pupils can participate in the school curriculum.

At Fair Oak Junior School we will...

- seek to remove all barriers to learning and participation
- continue to review the curriculum to ensure it meets the needs of all pupils.
- offer a differentiated or varied curriculum for all pupils
- use resources tailored to the needs of pupils who require support to access the curriculum
- use curriculum resources that include examples of people with disabilities
- track progress against the curriculum for all pupils
- set and review targets effectively ensuring they are appropriate for pupils with additional needs
- ensure that teachers and LSAs have the necessary training to teach and support all pupils with additional needs
- ensure that all pupils are encouraged to take part in the full curriculum, including music, drama, art, physical activities, trips etc
- check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. the mental and physical effort expended by a child suppressing a tic
- ensure that all children can access appropriate computer technology suited to their needs.

Action Plan – Aim 1

Targets	Strategies	Timescale	Responsibilities	Success Criteria
a) To liaise with FOIS to review potential intake - annually.	To identify pupils who may need additional to or different curriculum provision/resources - annually.	Summer term each year.	Year 3 team and SENCo	Procedures/equipment /ideas set in place by the summer holidays.
b) Further develop close liaison with parents.	Request that any changes to a child's personal circumstances are shared with the school. This request is made via the school's newsletter/jotter/parentmail etc. Review meetings of targets are shared with parents each term.	Ongoing.	HT All Teachers & staff	Parents share information about any disabilities their child has.
c) To further develop close liaison with outside agencies for pupils with ongoing health needs. <i>Eg Children with severe asthma, epilepsy or mobility issues.</i>	Business Manager to contact all agencies and parents each September to review healthcare plans or known health needs with relevant agencies & share with key staff.	Ongoing on an annual basis.	Business Manager LSAs Outside agencies	All information and training is up to date.

d) Review achievement of all SEN pupils termly.	Scrutiny of termly achievement and report to Gobs annually. Regular liaison with parents. Support from SENCo as required.	Termly	Class teachers SENCO	Progress made towards set individual targets on ITP is good.
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

At Fair Oak Junior School we will...

- Check the layout of teaching/play areas allow access for all pupils
- Ensure that wheelchairs can access the whole of the downstairs building
- Check that pathways around the school are logical, well maintained and well signed.
- Ensure all stepped edges are highlighted and easily visible
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory.
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy.
- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children
- Ensure library, computers, kitchen area, disabled toilets are all located on the ground floor

Action Plan – Aim 2

Targets	Strategies	Timescale	Responsibilities	Success Criteria
a) To further improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Leadership Team and Resources committee.	Pupils, staff and visitors able to move around the school with ease unhindered by premises developments.
b) Ensure all with a disability are able to access our school.	<p>Create access plans for individual disabled children – ensuring full access to all facilities/events within the school.</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and ensure they are met in the school and meetings.</p> <p>Include questions in the confidential pupil information questionnaire about parents’ access needs.</p>	With immediate effect, to be annually reviewed (termly for children).	Teaching and non-teaching staff	Requests for support to be met.
c) Ensure that medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and develop individual healthcare plans when required.	With immediate effect to be constantly reviewed	Headteacher Business Manager SENCo	Children’s medical needs are appropriately met.

Aim 3: To improve the delivery of information to disabled pupils and parents.

At Fair Oak Junior School we will...

- *Use a range of communication methods to ensure information is accessible. This could include:*
Internal signage
Large print resources
Braille
Induction loops
- *Ensure staff are familiar with technology and practices to support disabled pupils.*
- *Check preferences for communication/delivery of information expressed by the pupils or their parents*

Action Plan – Aim 3

Targets	Strategies	Timescale	Responsibilities	Success Criteria
a) Review children’s records ensuring school aware of any disabilities for them or parents.	Information collected about new children. Records passed up to new class teacher.	Annually	Class teachers LSAs	Each teacher/staff member aware of disabilities of children (and parents) in their class.
b) Ensure all children with ASD have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware.	ASD children able to access curriculum at appropriate level.

Publication and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Accessibility Plan, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

Reviewing and revising

This scheme will be reviewed and revised every three years.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>2 storeys. Traditionally, Year 6 has used the upper storey classrooms.</p> <p>Library area now located on ground floor</p>	<ul style="list-style-type: none"> Ensure all pupils are able to access classrooms via the stairs. Where appropriate, complete Risk Assessments for vulnerable pupils. 	Headteacher or Competent Person	June annually
Corridor access	Corridors are wide enough with fire doors that are self-closing. Obstructions are removed.	<ul style="list-style-type: none"> Site Manager and Competent Person complete termly site inspection. Hampshire Property Services site inspection annually. 	Site Manager and Competent Person	Termly annually March annually
Parking bays	1 x disabled parking bays. Parking is an issue in the school sometimes leading to staff/visitors using the disabled bays inappropriately.	<ul style="list-style-type: none"> Regular reminders in staff meetings/newsletters 	Headteacher	Ongoing
Entrances	Ramp access available at main entrance, via the balcony, hall, tardis and King class stairwell.	<ul style="list-style-type: none"> N/A at this time. 	Site Manager and Competent Person	

Ramps	x mobile ramp.	<ul style="list-style-type: none"> N/A at this time 	Site Manager	
Toilets	Disabled toilet available – X1 in main school building	If a child joined Fair Oak and would need access to this toilet, shower and hoist, the site manager would work in conjunction with Hampshire to ensure it was fit for purpose.	Site Manager	
Reception area	Access to reception through main door which has a ramp but NO push-button entry.	N/A at this time		
Internal signage	Emergency lighting checked monthly. Signage visible.	n/a	Site manager	
Emergency escape routes	PEEPS completed for vulnerable pupils. Emergency evacuation tested from different points in school.	Annual review of PEEPs or when needs change – whichever is soonest. Termly evacuation rehearsal.	Headteacher Competent Person Site Manager	Sept annually Termly