

## Accessibility Plan – September 2021 to September 2024

<b>Governor Committee Responsible:</b>	Full Governing Body	<b>Governor Lead(s):</b>	Headteacher
<b>Status</b>	Statutory	<b>Review Cycle</b>	Three Years
<b>Last Review</b>	September 2021	<b>Next Review Date</b>	September 2024

### Our Vision

At Charlton Kings Junior School, our vision is to ensure our children are exceptionally well prepared for the next steps in their lives. We aim to provide them with the knowledge and skills they need to be successful, enthusiastic learners and responsible individuals. We will do this by providing a positive, safe and stimulating environment where **all** are included and achievements are celebrated.

Charlton Kings Junior School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the School community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

### Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

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- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed every three years (or sooner if needed) to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.



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### Planning duty 1: Physical Environment

	Aim	What	Who	When	Outcome	Review
<b>Short term</b>	School is aware of accessibility barriers to its physical environment.	Annual audit of physical environment	HT/SBM SEND advisor	June 2022	Plans are made to address any barriers to the physical environment eg. Portable ramps for classrooms used by pupils with wheelchairs.	June 2023/24
<b>Medium term</b>	Learning environment of pupils with visual impairment is accessible.	Annual audit of visual environment	HT/SBM ATS	June 2022	Plans are made to add colour strips to any thresholds used by pupils with visual disability.	June 2023/24
<b>Long term</b>	Children with physical disabilities can access school buildings.	School to be aware of future cohorts with disability needs	HT/SENDCo	June 2022	Planning is considering using information from CKIS or SEND consultations to ensure school is accessible.	June 2023/24

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## Planning duty 2: Curriculum

	Aim	What	Who	When	Outcome criteria	Review
Short term	The curriculum is accessible	Audit of curriculum	Headteacher/ teachers/SENDCo	Spring 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer <u>2022</u>
	Staff members have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENDCo	Spring 2022	Staff members have the skills to support children with SEND	Autumn <u>2022</u>
Medium term	School trips take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENDCo	Before each trip	Planning of school trips takes into account pupils with SEND	After each trip
Long term	Pupils with SEND can access lessons	Provide tablets and other adjustments to pupils with SEND	Headteacher/SB M/SENDCo	Spring 2022	Pupils with SEND can access lessons	Autumn <u>2022</u>

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### Planning duty 3: Information

	Aim	What	Who	When	Outcome	Review
Short term	School makes written information accessible	Annual audit of information delivery	HT/SBM SEND advisor	June 2022	School is aware of local services for converting written information into alternative formats	June 2023/24
Medium term	Written information is accessible to pupils with visual impairments	Written information is provided in alternative formats	HT/SBM ATS	June 2022	Written information is fully accessible to children with visual impairments	June 2023/24
Long term	School website is accessible to children with SEND	Audit of website	HT/SENDCo	June 2022	Website is fully accessible	June 2023/24