Shadsworth Junior School

Accessibility Plan

Approved by:	Noel Murphy	**Date:**	
Last reviewed on:	Autumn 2025		
Next review due by:	Autumn 2027		

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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.

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people
- Foster good relations between people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life

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. We work closely with the Local Authority and our School Improvement Group as well as other school in the area such as BCHS with Crosshill.

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 Staff, Governors, Parents and Pupils.

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. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. IT is used affectively to support pupils learning	Review displays around school and make sure there is a wide cross section of society represented. Review our curriculum offer and the skills development within it to make sure it is accessible for all pupils Ensure that learning resources specifically bought to support SEN pupils and VI pupils is used regularly each day	Learning Walk and feedback to staff of areas to improve Curriculum leaders to review each of their areas to ensure skills are developed through each group and is accessible for all pupils Discuss in Pupil Progress Meeting and observe in lesson observations. Feedback to teachers	JH SLT Subject Leaders overseen by DHT SLT	Annually Termly Each Term	All school displays are engaging and information and feature a wide range of different children, cultures, disabilities and gender. Skills are clear and differentiated for each year group All pupils, regardless of ability, have access to a full curriculum Resources provide good value for money Pupils learning is made easier by using resources Use of resources is evident in lessons each day.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Classrooms are not overcrowded to cater for pupils with ASD	Continue to correct levels in the rear playground Improve access to top corridor for disabled students	Discuss with annual building meeting with the la and request money if it is available Consider the use of a lift or stair lift	Governors	Annually	Physical accessibility of school has increased. Pupils can use a wide range of outdoor facilities Pupils can access all classrooms in the school
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Use of IT programs • Use of Ear defenders • Information presented on the school website which can be enlarged	Identification of pupils with health needs and communication with families	Update our health needs policy and register every year and ensure all staff are fully informed. Health Care Plans updated in conjunction with health care professionals	JH JM JM	Termly	All pupils needs are known and planned for each day so pupils are engaged fully in their learning

4. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.

It will be approved by The Governing Body in the Community Committee

5. Links with other policies

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

- Risk assessment 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Consider installing a lift or stair lift if money becomes available	Governors	Ongoing
Corridor access	Downstairs fully accessible	Upstairs to be free from furniture and storage if required by a wheelchair user	SLT / Site Supervisor	Ongoing
Parking bays	One Disabled bay	Consider introducing more bays if we get the additional car park tarmacked	Site Supervisor	Spring 2018
Entrances	2 front and rear	Rear access is not accessible fully or easily. A lot of fly tipping also needs reporting to the council regularly	Site Supervisor / JH	Ongoing
Ramps	To the front of the school	Keep clear and protect in icy weather, keep free from slippery leaves in Autumn	Site Supervisor	Autumn and Winter Months
Toilets	One disabled toilet downstairs	Ensure it is kept child friendly and an environment suitable for children	JH / Cleaning staff	Daily
Reception area	Small but accessible	Seating areas available Keep clear from deliveries	Office Staff	Weekly
Internal signage	-			
Emergency escape routes	All accessible downstairs	Build in a plan in our fire safety procedures in case of disabled pupils / staff upstairs.	Site Supervisor	Termly