



Accessibility Plan

Court Lane Junior Academy



Date: January 2024



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

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. Please see the Inclusion Policy and SEND Report for further information.

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.

Court Lane Junior Academy is part of University of Chichester Academy Trust (UNICAT) and within the Portsmouth Local Authority. Please refer to <https://www.unicat.org.uk/about-us> and <https://portsmouthlocaloffer.org/> for further details.

Our school's Complaints Policy and Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated and adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum e.g. pencil grips, writing slopes, ear defenders • 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 make sure it meets the needs of all pupils • Arrangements are made to meet the needs of individuals during statutory end of KS2 tests 	<p>Short – daily provision gives all children full accessibility to the full curriculum.</p> <p>Medium –the school provides high-quality resources to equip staff to do this successfully.</p> <p>Long – all pupils make the expected, or better than expected, progress during their time at Court Lane Junior Academy.</p>	<p>SEND Leader to review the needs of children and provide training for staff as needed.</p> <p>Relevant staff training e.g. through the following:</p> <ul style="list-style-type: none"> - SEND Leader - Educational Psychology - Multi-Agency Behaviour Support Service - Physiotherapy - Occupational Therapy - Speech and Language Therapy - Vision and Hearing Team - Portsmouth Outreach - CAMHS and MHST - National College <p>Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.</p> <p>SEND Support Plans are written and reviewed termly and shared with parents/carers.</p> <p>Progress is reviewed as part of termly Pupil Progress meetings with Teachers, Year Leaders and Senior Leadership Team (including SEND Leader).</p>	<p>SEND Leader</p> <p>Senior Leadership Team</p> <p>Class Teachers</p>	<p>On-going</p>	<p>Staff enable all children to access the curriculum with barriers removed as appropriate.</p> <p>Staff have a clear understanding about the progress of disabled pupils as they move through the school.</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps or doorframe adaptations to allow ease of wheelchair access • Wide corridor widths • Disabled parking bay • Staff disabled toilets • Pupil disabled toilets • Changing facilities in our Therapy Room including a track hoist and mechanical changing bed • Adapted furniture for wheelchair accessibility e.g. adapted classroom tables, library shelves at wheelchair-accessible height, wheelchair-accessible picnic benches • Playground hazards, such as drains, are outlined with yellow paint to aid visual accessibility 	<p>Short: Ensure that the environment is being kept in a way that is conducive with free movement around school for all pupils and staff.</p> <p>Medium: Audit the needs of current pupils and staff to ensure that the environment has been suitably adapted.</p> <p>Long: Ensure all adaptations are proactive rather than reactive in all circumstances.</p>	<p>Audit of accessibility of school buildings and grounds.</p> <p>Suggest actions and implement as budget allows.</p> <p>Teachers to discuss with parents and carers during parent appointments.</p> <p>When a pupil with a disability applies to join the school, SEND Leader to liaise with family and outside agencies e.g. Physiotherapy, Occupational Therapy, Vision and Hearing Team, to assess needs and take actions (wherever possible) prior to start date.</p> <p>PEEPS (Personal Emergency Evacuation Plans) are created alongside relevant staff so that clear and accessible escape routes and procedures are in place for those who need a personalised response.</p>	<p>Senior Leadership Team (including SEND Leader and School Business Manager)</p> <p>Site Manager and Site Team</p> <p>Class Teachers</p>	<p>On-going</p>	<p>Children, staff and visitors will be able to access all necessary areas of the site.</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations e.g PECS for class and personalized timetables, word banks and glossaries • Large print resources • Induction loops • Dyslexia-friendly and visual-impairment friendly books available within the school library 	<p>Short: Ensure that school signage and communication systems are highly accessible for all.</p> <p>Medium: Termly review of environment in direct response to any Education Health and Care Plans, Health Care Plans or risk assessments.</p> <p>Long: Ensure that permanent signage and equipment is accessible and routinely checked/serviced.</p>	<p>SEND Leader to update staff as appropriate with regards to any child who requires specific resources.</p> <p>Liaise with relevant outside agencies to ensure recommendations have been implemented. These may include advice from:</p> <ul style="list-style-type: none"> - Educational Psychology - Multi-Agency Behaviour Support Service - Physiotherapy - Occupational Therapy - Speech and Language Therapy - Vision and Hearing Team - CAMHS and MHST 	<p>SEND Leader Site Manager and Site Team Class Teachers</p>	<p>On-going</p>	<p>Children, staff and visitors will be able to access information as relevant.</p>



4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved and reviewed by the Headteacher and the Governing Body.

5. Links with other policies

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

- › Inclusion Policy
- › Special Educational Needs and Disabilities (SEND) Report
- › Health and Safety Policy
- › Equality, Diversity and Inclusivity Policy
- › Supporting Pupils with Medical Conditions Policy