



# **Featherby Junior School**

## **Accessibility Plan**

**Written:** .....

**Approved by Governors:** .....

**Review Date:** .....

## Accessibility Plan

### Introduction

Featherby Junior School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

Featherby Junior School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school building is fully accessible downstairs, adjustments would need to be made for upstairs to be accessible. Currently, should the need arise, classes/year groups are moved from upstairs if accessibility is an issue.

### Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

#### **1. a) Improving Education & related activities**

Featherby Junior School will continue to seek and follow the advice of Medway LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

*[See checklist provided on page 29 DfES Guidance "Accessible Schools:*

*Planning to increase access to schools for disabled pupils"]*

#### **1. b) Improving the Physical environment**

Featherby Junior School will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

*[See checklist on page 30 of DfES Guidance.]*

1. c) Improving the Provision of information

Featherby Junior School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

*[See checklist on page 30 of DfES Guidance.]*

|                          | Targets  | Strategies   | Outcomes   | Timeframe   | Goals Achieved   |
|--------------------------|--|--|--|-------------|--|
| <b><u>Short Term</u></b> | Ensure parents/carers with visual disability have equal opportunity to access information from school. | Highlight on all school documentation that goes to parents that it is available in larger print on request | Format of documentation altered appropriately                | As required | The school reacts to the needs of both adults and children so that the curriculum is accessible. |
|                          | Ensure the curriculum can be accessed by all children.   | Check timetables and resources are not a barrier to any individual or group's access to the curriculum.    | All children access all aspects of the curriculum            | Ongoing     | The school reacts to the needs of the children so that the curriculum is accessible.             |
|                          | Any redecorating work within the school is sympathetic to the visually impaired                        | Advice taken re-lighting and colour schemes before any further decorating takes place.                     | The school decorates in a way that is sympathetic to the VI. | As required | The school is redecorated showing consideration to the visually impaired.                        |

|                           | Targets  | Strategies  | Outcomes   | Timeframe    | Goals Achieved  |
|---------------------------|--|---|--|--------------|---|
| <b><u>Medium Term</u></b> | To ensure the school develops children's awareness of disability.    | Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. | When needed, the school provides written materials in alternative formats. | As required  | All pupils to be more aware of other disabilities                               |
|                           |  | Engage with SEND weeks in school.   | The school are more informed about the diverse needs and disabilities.     | Annual basis | All pupils to raise awareness and be empathetic towards different disabilities. |
|                           |  | Use opportunities to show people with disabilities in a positive light: example = Paralympics (Hannah Cockroft)                   | All pupils celebrate diversity and see disability in a positive light.     | As and when  | All pupils to see disabilities as a positive.                                   |
| <b><u>Long Term</u></b>   | Plans to further develop the building take DDA issues in to account. | Work with LA and architects when planning modernisations.   | The building continues to be accessible for all where possible.            | Ongoing      | All pupils and parents will be able to access all areas of the school.          |