

Falcon Junior School Accessibility Plan 2019



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.

The plan will be made available online on the school website.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school supports the [Norfolk Local Offer Accessibility Policy](#) and their plan for improving physical environments, delivery of information and access to curriculums, for children and young people with disabilities.

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.

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

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Aim	Strategies	Timescale	Responsibilities	Review outcomes July 2020
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ongoing as needs arise</p>	<p>SLT Class Teachers SENDCo HT Governors</p>	
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Stair lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height</p>	<p>Ongoing as needs arise</p>	<p>HT Site Manager Governors</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <p>Pictorial or symbolic representations Coloured overlays Specialist writing equipment. Eg. Slopes Headphones Laptops</p>	<p>Ongoing and reviewed according to need</p>	<p>SENDCo SLT Class Teachers</p>	
<p>Ensure the needs of new intake children are met and provide information for Secondary provision.</p>	<p>Identify pupils who may need additional provision from the Infant school providers and hold regular information sharing meetings with school representatives and parents.</p> <p>Share information with secondary schools regarding need.</p> <p>Extra transition arrangements where necessary.</p>	<p>May to July annually</p>	<p>LKS2 and UKS2 leads SENDCo</p>	