



Hallam Fields  
Junior School

Growing together, Learning together, Achieving together

# Hallam Fields Junior School

## Accessibility Plan

Date policy last reviewed: February 2022

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governors                      Date: \_\_\_\_\_

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## **Aims of the Accessibility Plan**

This plan outlines how Hallam Fields Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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 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.

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

The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals 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.
- Undertake reasonable adjustments to enable staff to access the workplace.

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

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The Accessibility Audit

The Governing Board will undertake an annual Accessibility Audit, alongside the Health and Safety Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Governing Board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Governing Board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Governing Board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Governing Board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities.
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Subject leaders to reflect on how the curriculum meets the needs of children with SEND	Audit of the curriculum area and planning	Headteacher, teachers, SENCO	Summer Term 1 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum	September 2022
	New staff members to have the skills to support pupils with SEND	INSET / CPD provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Summer Term 2 2022	Staff members have the skills to support pupils with SEND	October 2022
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process, inc risk assessments	Teachers, SENCO	Autumn Term 2 2022	Planning of school trips takes into account pupils with SEND	January 2023
Long term	Pupils with SEND cannot access all lessons	Provide tablets / laptops and other adjustments for pupils with SEND	Headteacher, ICT Manager, SENCO	Summer Term 1 2023	Pupils with SEND can access lessons	September 2023

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management does not know if the school's physical environment is accessible	Audit of physical environment	H&S Governor	Spring Term 2 2022	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer Term 1 2022
<b>Medium term</b>	1:1 space not available for counsellors or social workers parents / visitors with limited mobility	Plan for new space within Section 106 Build	Headteacher / DCC	Autumn Term 2 2022	New room on entry level which can be used for 1:1 with worker and booked out	January 2023
	Meeting room not accessible to parents / visitors with limited mobility	Plan for new space within Section 106 Build	Headteacher / DCC	Autumn Term 2 2022	New meeting room on entry level	January 2023
<b>Long term</b>	Children with disabilities and emotional difficulties cannot access safe spaces	Needs identified Construction work undertaken	Headteacher / Thrive lead practitioner / building contractors	Summer Term 1 2023	Outdoor Thrive Garden and Thrive space accessible to all to support children.	September 2023

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Improve layout of policies on school website due to amount added.	Review layout and group policies Review what other policies may be useful for parents.	Headteacher	Spring 2022	Policies easily accessible to all on the school website.	Summer Term 1 2022  (Governor website check)
Medium term	Space to display written information for visitors, including some information directed at adults not children.	Provide written information clearly on display in new secure reception area. Review the need for alternative formats	SBM, Headteacher and SENCO	Autumn Term 2 2022	Written information is fully accessible to parents and visitors	January 2023
Long term	School website is not accessible to those with English as an additional Language	Audit of website	Headteacher	Summer Term 2 2023	Website is fully accessible	September 2023