



Accessibility Policy & Plan

The Accessibility Plan is drawn up in compliance with current legislation and requirements, (2010 Equality Act). School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This Accessibility Plan is structured to complement and support the school's Equality Objectives, and is published on the school website.

Equality Act 2010 Statement

It is against the law for a school or other education provider to treat disabled pupils unfavourably. This includes:

- Direct discrimination, for example refusing admission to a pupil because of disability
- Indirect discrimination, for example only providing application forms in one format that may not be accessible
- Discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- Harassment, for example a teacher shouts at a disabled pupil for not paying attention when the pupil's disability stops them from easily concentrating
- Victimisation, for example suspending a disabled pupil because they have complained about harassment

Reasonable Adjustments

Schools have a duty to make 'reasonable adjustments' to make sure disabled pupils are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment). Schools are not subject to the reasonable adjustment duty to make alterations to physical features as this is a Local Authority responsibility. The buildings must be made accessible for disabled pupils as part of their overall planning duties.

Definition of a Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Current Provision

Building Access

- All entrance/exit doors and all internal doorways are of sufficient width to allow the passage of wheelchairs.
- There is lift access to the first floor.
- Toilet facilities for the disabled are provided on both the ground floor and first floor.
- The exterior has been developed with the needs of disabled pupils in mind.



- There are two designated disabled parking bays in the school car park.
- All staff and visitors are given identity badges, which must be worn at all times.
- Members of staff are given a fob for access to the main entrance. Teaching staff are also given a key to their external classroom door.

Curricular and Extra Curricular Provision

The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular and extra curricular activities. In addition to the building adaptation described above:

- The school employs when required, additional Teaching Assistants for children with disabilities and if necessary in accordance with their Statement of ALN or IDP.
- There is a range of specialist equipment provided on the advice of external agencies to help disabled pupils to participate in lesson activities.
- Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with Teaching Assistants assigned to accompany them.
- Risk assessments are carried out for each disabled child on their entry to school. These will ensure that the child has full access to classroom activities and lessons.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, digital microphones or individual support is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access. Within the school there are a variety of height tables and chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

Staff Training & Development

The training & development needs of staff are identified and provided for as part of the school's Professional Learning and Development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training will be provided.



In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g., Visual & Hearing Impairment and Speech & Language Therapy.

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

Strategic Development Priorities 2017-2020

Actions	Timescale	Resources	Persons Responsible	Impact
Ensure staff have appropriate First Aid Training.	Autumn 2017- Summer 2020	SBS	CK	All Teaching Assistants and staff leading after school sports provision will be appropriately trained.
LRB Staff to attend Team Teach training.	Autumn 2017- Summer 2020	SBS	CK	All LRB staff will be trained in Team Teach.
Staff awareness of how to respond to the needs of pupils with a range of disabilities to be assessed, e.g., visual/hearing impairment, language/speech therapy, dyslexia, etc.	Autumn 2017 - ongoing as children are admitted	SBS	LBr	All TAs will be able to meet the complex needs of individuals they directly support which will impact positively on the pupils' wellbeing and social and academic progress.
Introduce a range of experiences across the curriculum that challenges perception, stereotypes and discrimination against a range of disabilities.	Autumn 2017- Summer 2020	SBS	All Staff	All staff will be equipped with the resources and knowledge to challenge the perception of all learners. All learners will participate in a range of experiences to challenge their thinking. All of which will reduce discrimination and stereotypical



Jubilee Park
Primary School

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				perceptions towards those who are disabled.
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This policy was created in September 2017 and reviewed in October 2018 and in September 2019

This policy was presented and accepted by the Governing Body in December 2017 & November 2019

All staff were made aware of this policy in October 2017 and November 2019

This policy will be reviewed in September 2020