

"Be Brave, Be Bright and Be YOU!"



**Monkway
Junior School**

ACCESSIBILITY PLAN

2021 – 2024

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²This document should be reviewed every 3 years

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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of

SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools/settings and Local Authorities are the same as the duties in the previous DDA. Schools/settings are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Monkway Junior School, we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school/setting will address the priorities identified in the plan (*Appendix A(i – iii)*)

Compliance with the disability duty under the Equality Act is consistent with the school's/setting's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We strive to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual,

emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

Monkway Junior School is a community school providing education for 107 pupils aged between 7 and 11. It was built in 1876 and has been adapted throughout the years to change large rooms into classrooms, additional ramps and toilet facilities installed. School's outside space is limited to concrete playgrounds both have a slight incline.

There are currently 4 pupils attending Monkway Junior School with EHCP's of those none have a physical disability and an additional pupil who is partially sighted.

There are 20 full/part time staff including kitchen staff that is site operated and managed.

The school premises are used outside school hours for school plays, concerts, fairs and parents evenings. The school also operates an informal breakfast club before school for pupils who attend Monkway Junior School.

There are no formal lettings outside school hours used by general public.

Monkway Junior School Governors will need to consider the implications of the Equality Act 2010 when allowing premises to be used by other parties and will need to ensure that a disabled person is not treated less favourably than a non-disabled person.

Transport to Monkway Junior School is either on foot, by private transport or public transport. The nearest bus stop is on Ginns to Kells Road outside the school car park on the public highway. The nearest train stop is at Corkickle Station, half a mile away from the school premises.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Our School:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Pupil Data and School Audit

As stated current data shows 4 pupils with EHCP and one pupil who is partially sighted. As a Junior School our main feeder Infant school currently has no one with additional physical needs who may transfer to us in the future.

The school Senco coordinates regular visits from the Visually Impaired Team to seek recommendations and any bespoke changes to be made as the pupil progresses through school.

Key starting points for the school's plan:

- The school has identified that we have, as at the start of the academic year 2021/24: 12 of students regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired **0** No., physical mobility problems (non-wheelchair users) **0** No., visual impairment **1**No., Asperger's Syndrome **0** No., ADHD **2** No., Autistic **9** No., epileptic **0**.
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- 2 students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management to assist us to develop an action plan to reduce obstacles for the school community.

7.3 Views of those Consulted during the development of the Plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full governing body;
- consult staff including specifically SENCo;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the school/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;

- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

8.2 Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The 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. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

We will strive to:

- produce all school/setting literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school/setting plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school/setting and school events. The information should be made available in various preferred formats within a reasonable time frame. The school/setting will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

8.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

We shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years or should a pupil join school.

9.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

These will be through:

- success in meeting identified targets;
- any changes in physical accessibility of school buildings when required;
- Bounce Together questionnaire responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- Bounce Together pupil questionnaire responses; that indicate that they feel themselves to be included;

9.3 Accessing the School's Plan

The use of technology in particular Ipads will help pupil's access the curriculum using the tools which may restrict a pupil who is a great scientist accessing the written /spoken word. Ipads will be available for lease for pupils to use for homework. Staff training will be accessed wherever possible.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to school and staff.

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Health & Safety Policy
- Sen Policy & Sen Information Report
- School Development Plan
- Complaints Procedure

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IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies including National College.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom	January 2021- July 2022	Children with ASD are successfully included in all aspects of school life.	January 2023
Training for all staff on Ipad features to support all areas of the curriculum.	In house training on one to one or group basis.	All staff are proficient at accessibility features of Ipad to support pupils.	June 2021- July 2022	All pupils able to access wider curriculum.	October 2021
Teaching Assistant upskilling: IEP's, Promoting Independence, accessibility/resources	In house training and relevant National College course. Meeting with Senco every month	TA's to be able to teach pupil's independent learning skills for future learning.	On-going from September 2021	Pupils to transfer learning skills to become independent.	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases- reviewed on a year by year basis	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	September 2021- July 2024	Pupils know where resources are kept to support their independence and learning	

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IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
	Entrance doors and thresholds	The entrance door is designed and suitable for use by all. Alter door mechanism to help reduce opening/closing pressure on door. Unless replacing external door in future with automatic door provide weather protection canopy for outside.	July 2023	1000	Head	
	Disabled Toilet	To maintain disabled toilet at top porch.	July 2022	250	Head	
	Highlight areas of school for visually impaired	Caretaker to continue to monitor in school and on playground areas where coloured tape highlights change in height etc	Ongoing	200	Caretaker	

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IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Availability of written material in alternative formats	The school will make itself aware of the services available. School will use Class Dojo which has a translate option.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	All stakeholders able to comment.	
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication. Bounce Together questionnaire has a speak to me function and a translate function.	School is more aware of the opinions of parents and acts on this.	Ongoing	All stakeholders able to comment.	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Ongoing	Delivery of school information to pupil with visual difficulties improved.	
The school has an electronic method of reporting to parents.	Class dojo/Parentapp for both informal and formal paperwork.	The school knows that these methods are readily accessible and easy to use by both pupils and parents/carers.	Ongoing	The school reports electronically and in written form to parents/carers.	