

# Viking Academy Trust



## Accessibility Plan: Upton Junior School

The VIKING ACADEMY TRUST 'Accessibility Plan' has been written following DFE guidance.

**Approved by the Trust: Term 4 2018**

**Reviewed every 3 years: Term 4 2021**

**Signed:**



**Chair of Trustees**

# Accessibility Plan

## The Viking Academy Trust

### Schools in the Viking Academy Trust (VAT)

Chilton Primary School

Ramsgate Arts Primary School

Upton Junior School

This '**Accessibility Plan**' is specific for Upton Junior School.

#### **Reviewed Sept 2020 Contents**

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#### **1. Vision Statement:**

Under the Equality Act 2010 schools should have an **Accessibility Plan**. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Trust Board. The review process can be delegated to the Local Advisory Body (LAB), an individual or the Head.

At the Viking Academy Trust, the Accessibility Plan for each Viking school will form part of the Trust Improvement Plan and will be monitored by the Viking COO and evaluated by the Trust Board (delegated to the FAR Committee: Finance, Audit & Risk Committee)

At Upton Junior School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Upton Junior School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
- 3) Upton Junior School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Upton Junior School Accessibility Plan ensures access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan aims are 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical

environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 5) The Upton Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
  - 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
  - 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
    - Asset Management Plan
    - Behaviour Policy
    - Curriculum Policy
    - Managing Incidents in School Policy
    - Equality Policy
    - Equality Plan
    - Health & Safety Policy
    - School Prospectus
    - School Improvement Plan
    - Special Educational Needs Policy
    - Safeguarding Policy
  - 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Viking Trust Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
  - 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
  - 10) The Accessibility Plan will be monitored through the Trust Board FAR Committee.
  - 11) The school will work in partnership with the external parties in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives**    Our

Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents, as needed

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening. Ongoing conversations and positive relationships with parents and carers are key to maintaining open communication about the needs of our children and families. We aim to always be responding to the needs of our community and amending our practice, provision and accessibility accordingly where possible and appropriate.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are no parts of the school to which disabled pupils have limited or no access at the moment. Individual provision for a pupil may be recorded on a plan specific to that pupil and reviewed accordingly.

### **Curriculum**

There are currently no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum do present particular challenges, and these are dealt with on an individual basis e.g. alternative methods of communication/use of technology in learning. Individual access provision is recorded on a personalised plan for a pupil if necessary and reviewed accordingly.

Curriculum leaders ensure school values of diversity and equality underpin learning.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others if a need is identified. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff where needed.

#### **4. Access Audit**

The school is a single storey building with wide corridors and several access points from outside. The hall is accessible to all.

There is on-site parking for staff and visitors. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

There are disabled toilet facilities available in the Office area fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. Facilities are available for the use of wireless microphones used by hearing impaired people.

#### **5. Management, coordination and implementation**

The Viking Academy trust consults and works closely with experts/outside agencies when new situations regarding pupils with disabilities are experienced. Support is sought from relevant professionals and may involve an access it visit or staff training in order to meet the needs of all pupils attending.

