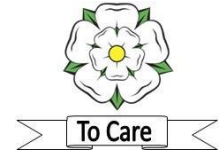


Pickering Community Junior School

Accessibility Plan 2023-2026



At Pickering Community Junior School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability, including hidden disabilities, can take full advantage of their education and associated opportunities.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Definition of disability

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.

Key Aims

Pickering Community 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Pickering Community Junior School Accessibility Plan shows how 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 contains relevant and timely actions to:-

- 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;
- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 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.

The Pickering Community Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Policy
- Curriculum Policies
- School Emergency Management Plan
- Health and Safety Policy
- School Development Plan
- Special Educational Needs and Disabilities Policy
- Special Educational Needs Information Report
- Special Educational Needs Local Offer
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. 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.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Finance, Premises and Personnel sub-committee.

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

Approved



Date 7th December 2023

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher**
- **SENDCo**
- **School Business Manager**

Accessibility Plan for Pickering Community Junior School 2023-2026

Access to the Physical Environment – Statutory				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Time Frame	Notes
To continue to maintain and improve upon safe access for all children, staff and visitors.	External steps – mark with yellow highlighting paint in the follow areas: steps down to bottom playground, steps at end of main corridor leading out to the top playground.	Caretaker	Redone on an annual basis	This has been done recently and will continue to be re-done annually.
	Disabled parking in staff car park – markings to be re-done.	School Business Manager/ Contractors	Ongoing	New signage to be purchased and displayed to clearly show disabled parking bay.
	Disabled Toilets and changing/shower facilities – Staff to ensure that this area is kept clear.	All Staff	Ongoing	Staff to be reminded that this area must be kept clear and accessible at all times.
	Create a new resource list for staff with information about potential targeted use of physical support equipment.	SENDCo	By September 2024	This has been done previously but needs to be refreshed and updated alongside looking at Whole School Provision. Audit to be completed in the first instance alongside the SEND Governor then new list to follow.

	Ensure that there are sufficient supplies of resources such as wobble boards, sloped writing boards, coloured overlays, a range of pencil grips and spring-loaded scissors for staff to access for use with children.	SENDCo	Ongoing	Items are ordered on a regular basis as required and will continue to be. Better storage of such items and supplies does need to be considered and a more suitable solution than within the SEND Hub found. Storage units to possibly be purchased.
	Develop a more suitable and appropriate storage area of inclusion based resources.	SENDCo Headteacher SBM	By July 2024	More appropriate storage to be in place for September 2024.

Access to the curriculum - Statutory				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Time Frame	Notes
To ensure that training for staff around supporting children with additional needs is strategic in the long term and responsive in the short term.	The long term CPD plan specifically focusing on SEND is reviewed and used to plan for appropriate training. Training on the use of Technology to support inclusion needs to be sought and added into the long-term plan.	SENDCo/HT	April 2024	An audit of support staff has been completed this year and needs to be incorporated into future planning and the rolling CPD plan. Immediate needs are being met in the short term such as training on medical needs and EAL. Longer term needs are to be met over the year 2023-2024. Training is also taking place more often with Pickering Infant and Nursery School now as further alignment of training needs are overseen by the shared SENDCo.
	Annually update whole school provision maps.	SENDCo	Ongoing - Annually	

	<p>Include these whole school provision maps in the development of packs of information for specific areas of need including ASD, Dyslexia, Sensory and Physical, Speech, Hearing and SEMH that are regularly used by staff.</p> <p>EAL provision map to be completed.</p>	SENDCo	Ongoing	EAL provision map to be added.
		SENDCo	December 2023	
	Identify CPD gaps and glean teacher feedback regarding CPD opportunities.	SENDCo/HT	July 2024	TA gaps have been identified. Teacher feedback to be sought during the summer term.
To ensure that all children irrespective of need have equal access to the curriculum, facilities and extra-curricular activities at lunchtimes and after school clubs to ensure full participation in the school community for pupils, and prospective pupils, with a disability.	Ensure inclusive access to all after-school activities.	SENDCo/ HT/ DHT	Ongoing	
	Continue to develop and review a weekly programme of structured options for identified children to access during lunchtimes.	SENDCo	Ongoing	Rainbow Room in place as designated nurture space Reading Den in place Well-being Club takes place over the year Bunny Buddies also in place
	Develop Rainbow Rockets, Primary Sports Leaders and MSAs to ensure that there is a successful rollout of playtime structured, inclusive opportunities and that these are communicated across the school via staff and noticeboards.	SENDCo/ DHT	Ongoing	Sports Leaders in place and will continue to be reviewed Rainbow Rockets developing
To ensure that pupils with SEND make progress commensurate with other children nationally.	Ensure that Adaptive Teaching is in place to meet the needs of all learners in the planning and delivery of core and foundation subjects.	SENDCo/SLT	July 2024 and then ongoing	The curriculum for our pupils with SEND is a key priority on the School Development Plan for 2023-2024. Adaptive Teaching Training to be delivered to all staff during 2023-2024.

	Ensure the use of intervention is used as part of the graduated approach to SEND, i.e. when the assess, plan, do, review cycle reveals a child requires additional and different intensive small group/1:1 intervention using evidence-based programmes and bespoke support to maximise impact.	SENDCo	Ongoing	On The Day interventions are also used and are accessible to all children.
	Ensure ASD & Dyslexia-friendly classrooms and use of resources are consistent and embedded across the school.	SENDCo/	Ongoing	
To ensure that the 6 Principles of Nurture are embedded across the school	Nurture Action Plan in place. To be regularly reviewed during 2023-2024.	SENDCo and Well-being team	July 2024	Nurture Award to be applied for by September 2024.

Access to information, advice and guidance - statutory				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Time Frame	Notes
To improve accessibility of information shared between school and home	Support staff in asking parents and carers about their need for adaptations and adjustments with written communication.	HT and SBM	Ongoing	Sentence to be added to letters and emails inviting parents and carers to request adjustments as required.
	Consider use of EAL County Services, where appropriate, including for initial family assessments.	SENDCo	Ongoing	Languages other than English currently spoken in school are: Ukrainian and Russian. Key members of staff to visit other schools to observe examples of good practice.
	Add audio clip on school website to identify ways in which families can access information in different formats.	HT	By September 2024	

To raise the profile of this scheme so as to ensure that staff, governors and children have a clear understanding of the challenges faced by disabled people and what we can do to remove these barriers.	Rolling programme of visiting speakers to provide our children with opportunities to gain a clear understanding of the challenges faced by disabled people and what we can do to remove these barriers.	SENDCo	Ongoing	Ryan Swain visiting to speak during Children's Mental Health week.
	Creation of a SEND working party, ensuring representation from parents, teachers, TAs and governors in order to contribute towards this scheme as well as the school's SEND report.	SENDCo	July 24	This was set up and ran previously but needs re-establishing due to children moving on and new members needing to be sought. The school currently has a very strong link governor.
To ensure that training opportunities and advice is accessible to parents and carers.	School newsletter used to communicate opportunities to all parents and carers. Individual parents targeted as and when appropriate opportunities arise.	All staff led by SENDCo	Ongoing	