



# Chaucer Junior School

## Accessibility Plan

Last updated: September 2024

Review date: September 2025

## Aims of the plan at Chaucer Junior School

This plan outlines how Chaucer Junior School aims to increase access to education for all 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 Equality 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 will 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 Accessibility Audit

The governing board will undertake an annual Accessibility 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.

The legal frameworks around the plan and the roles and responsibilities of the school are included in the Accessibility Policy.

Planning duty 1: Curriculum - this will links to the School Improvement Plan.

Reviewed September 2024 and linked to SIP 2024/25 December IC, April IB, July IC

	Issue	What	Who	When	Outcome	Review
Short term	Feedback for accessibility from all stake holders	How does the school seek feedback about accessibility from pupils, parents and staff	T Smith - Head SLT J.Wheeldon - H&S S Starling - Inclusion Lead S Stallard - SENCO W. Disley - Accessibility governor	<u>Throughout 2023/24</u> Pupil voice -	School will collate feedback from all stakeholders, and decide /implement identified priorities.	<u>March 2023/24</u> <u>July 2023/24</u> <u>Review</u> March/July 2024 Throughout the year school were supported by professional to review provision. Pupil/parent voice impacted and priorities are now in place - this will be place by September 2024.  <u>September 2024</u> Ongoing (SIP 2024/25) See monitoring /yr 3 pupil voice September 2024, pupil/parent voice Observation.

Medium term	Classrooms/working area are accessible for all - first quality support/teach	To explore common barriers to learning for children with SEND using pupil voice and investigate examples already in use in the classroom.	T Smith - Head SLT J S Starling - SEND Lead W. Disley - Accessibility governor Fliss Hayden - AO. Jodie Walton - EP	<u>By Dec 2023</u>	Leaders will have a good understanding of common barriers for SEND children in the classroom.	<u>Jan 2024</u> SEND classroom audit and observation, staff CPD, monitoring  <u>September 2024</u> All classrooms are accessible to all pupils See monitoring 23 <sup>rd</sup> September 2024
Long term	2. Classrooms/working area are accessible for all - first quality support/teach	Collate resources/examples designed to make the classroom more inclusive for all.	T Smith - Head SLT J S Starling - SEND Lead W. Disley - Accessibility governor Jodie Walton - EP	<u>By April 2024</u>	Leaders will have a suite of resources designed to tackle known barriers within the classroom.	<u>End of May 2024</u> First quality teach resources being implemented in all classes - all need to be in place by September 2024  <u>September 2024</u> All resources in place in each class - this will be monitored through year and included on SIP  See monitoring walk September 23 <sup>rd</sup> 2024

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	All classrooms being sensory friendly.	How does the school support pupils with sensory needs.  Include pupil voice	T Smith - Head SLT J.Wheeldon - Health and safety S Starling - SEND Lead W. Disley - Accessibility governor F.Hayden - Autism Outreach	<u>Autumn term</u>	All classroom will be sensory friendly.	<u>January 2024</u> Support by autism outreach to do sensory classroom audit. Staff input through staff meetings.  <u>September 2024</u> Classroom equipment with sensory resources and sensory audits will continue for individuals and classes.
Medium term	Accessibility for pupils with language impairments and/or EAL	What are the measures in place to ensure that Pupil with language impairments or EAL understand signage.  Include pupil voice	T Smith - Head SLT J.Wheeldon - Health and safety S Starling - SEND Lead W. Disley - Accessibility governor J.Walton EP	<u>Spring term</u>	Signage will be accessible for all pupils.	<u>End of spring term</u> This will continue to develop and visual signage will be in place by September 2024.  <u>September 2024</u> Signage for all in place so children are clear of staffing
Long term	Accessibility for hearing impaired pupils, parents, staff and visitors.	Explore using induction loops and couplers in corridors, assembly hall and telephone. Include pupil voice	T Smith - Head SLT J.Wheeldon - Health and safety S Starling - SEND Lead W. Disley - Accessibility governor J. Charter - Hearing impairment teacher.	<u>Begin audit Summer term 2024</u>	School will be accessible for all pupils, parents, staff and visitors.	<u>End of summer term</u> School have been regularly supported by audiology to identify need and train to use resources.  <u>September 2024</u> Audiology monitor of provision and need - 16 <sup>th</sup> September 2024. Couplers to be explored with Embark. During 2024/25

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Accessibility for visual impaired pupils, parents, staff and visitors	Has the school ensured all relevant areas of the school are clearly signpost for those with visual impairments, including colour blindness?	T Smith - Head SLT J.Wheeldon - H&S S Starling - Inclusion Lead W. Disley - Accessibility governor Visual impairment teacher.	<u>End of Autumn term 23/24</u>	The school will be audited, and put in suitable signage.	<p><u>Jan 24</u> Audit completed with EP Nov 2023. Classroom displays and environment identified as priority development. Pupil voice June 2024 also identified classroom displays and walls as being difficult to identify information. Staff CPD May 2024.</p> <p><u>September 2024</u> Classroom and display are accessible for all and will continue to develop as needed.</p> <p>Inclusion monitoring September 2024 by SEND Governor, Inclusion Lead and SEND.co.</p>

Medium term	<p>Accessibility to signage for all with hidden disabilities.</p> <p>Review &amp; rewrite SEND information report to be more purposeful and accurate.</p>	<p>Has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism and dyslexia?</p> <p>Ensure all families and stakeholders have a comprehensive knowledge of our school offer for children with SEND.</p>	<p>T Smith - Head SLT S Stallard - SENCO J.Wheeldon - Health and safety S Starling - Inclusion Lead W. Disley - Accessibility governor J.Walton - EP</p>	<p><u>End of Spring term 23/24</u></p>	<p>EP to audit school November 23, and meet with all staff during a staff meeting to feedback.</p>	<p><u>July 24</u> Audited by Autism Outreach 10<sup>th</sup> October 2024, EP throughout year. Staff meeting held Nov 2023</p> <p><u>September 2024</u> School will continue to develop any signage that is needed and work with professionals to identify need. Accessibility resources are available in all classes. This will continue to be monitored and developed through 2024/25</p>
Long term	<p>Accessibility for all to the school website</p>	<p>How has the school ensured its website is accessible to everyone such as the incorporation of translation features, and audio readers?</p>	<p>T Smith - Head SLT S Stallard - SENCO J Wheeldon - Health and safety S Starling - Inclusion Lead W. Disley - Accessibility governor Lead IT - Embark</p>	<p><u>End of Summer term 23/24</u></p>	<p>School website to be accessible for all. Embark /Lead IT to support.</p>	<p><u>Oct 24</u> Website has link to translation of all documents and pages. Audio readers to be explored with Lead IT by Jan 2025.</p>

Approved by SEND/Accessibility Governor - Wendy Disley

Signed W Disley Date 12/10/2023

Reviewed 23<sup>rd</sup> September

Signed W Disley Date 23/09/2024