



**Jacksdale Primary School & Nursery**

# **ACCESSIBILITY PLAN**

Reviewed: September 2024

Next review due: September 2027

# 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

**At Jacksdale Primary & Nursery School, we believe that every individual is valued and makes a valuable contribution to school life. We aim to:**

- **Motivate and inspire children to have a love of learning**
- **Develop learners and leaders of the future**
- **Equip children to meet the changes and challenges in their life ahead**
- **Make sure that every child reaches their full potential**

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including:

- Pupils
- Parents
- Staff
- Governors

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Person responsible
Increase access to the curriculum for pupils with a disability	<p><i>At Jacksdale we believe that pupils should be able to access the wider curriculum at every level. Alternate provision is put in place dependent on the individual needs of pupils so that all are involved in accessing learning on every level (including but not limited to the Learning Hub).</i></p> <p><i>Our school offers a differentiated curriculum for all pupils: Planned for learning scaffolding enables all pupils to access learning.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Training for specific staff including medical</p> <p>Use of ICT equipment</p> <p>To offer gross motor interventions for specific children to help them to access the PE curriculum.</p> <p>To integrate higher level needs children into mainstream activities more.</p>	<p>Senco</p> <p>Teaching Staff</p> <p>Support Staff</p>
Improve and maintain access to the physical environment	<p><i>At Jacksdale Primary &amp; Nursery School, the environment is valuable and contributes to the well-being and progress of our pupils.</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps (including non-slip paint)</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Height differentials (which are minimal) on the playground are highlighted in bright yellow safety paint for those with special / visual impairments</i></li> <li>• <i>Stability / mobility of mobile tray or drawer units</i></li> </ul>	<p>To improve the access into the EYFS for all.</p> <p>To ensure the visibility of yellow lines.</p> <p>To ensure the safety and provision of ramps – grips / handrails / non-slip coverings.</p> <p>To ensure corridors remain clear from obstructions.</p> <p>To review the provision in specific areas dependent on the needs of the pupils as they progress through school / join our school.</p>	<p>Site Manager</p> <p>Head Teacher</p> <p>Senco</p>
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> </ul>	<p>To use signs &amp; symbols (based on Makaton)</p> <p>To optimize the use of the</p>	<p>Teaching staff</p> <p>Senco</p>

	<ul style="list-style-type: none"> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>Technology</i></li> <li>• <i>Sensory room and equipment</i></li> <li>• <i>Outdoor areas</i></li> <li>• <i>Alternative Provision Classroom Space</i></li> <li>• <i>Whole school approach to use of Makaton, including signing and visual symbols</i></li> </ul>	<p>Learning Hub</p> <p>Acquirement of tablets to support learning</p> <p>To develop low level equipment at the front of the school</p> <p>To develop use of strategies such as dyslexia friendly classrooms</p> <p>To ensure provision for pupils with hearing / visual impairments i.e. placement in teaching rooms, lower ceilings, glazed partitions on doors</p> <p>To develop activities to stimulate learning across the curriculum as well.</p>	<p>HT</p> <p>Site Manager</p>
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## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Strategic and Pupils Committee.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible
Number of storeys	Single story buildings	To ensure access for all stakeholders, including those with limited or supported mobility issues – ramps, handrails, wider access doors	Head Teacher Site Manager
Corridor access	All corridors are on one level and fire doors are in place with soft-close functions	Corridors to be kept clear of furniture and storage which may prevent access to any stakeholder or visitor requiring mobility aids	Head Teacher Site Manager All staff
Parking bays	One disabled bay is marked within the staff car park	Parking bay to remain available at all times unless in use by a stakeholder or visitor who requires the use of it for medical / mobility needs.	Head Teacher Site Manager All staff
Entrances	All entrances are of accessible width and on ground level. Nursery entrances are accessible via either steps or ramp	Main entrance is equipped with motorized door which is activated by a low-level pad. Nursery entrances are accessible via either steps or low-incline ramp	Site Manager
Ramps	3 ramps on site	Nursery entrances (both) -hand rails maintained and inspected by site manager Key Stage 2 corridor access	Site manager

Toilets	Main Building – 2 Nursery building - 1	<p>Disabled access toilets are available in the main hall (hygiene suite), alongside the staff toilets in Key Stage 2 and within the hygiene suite in the nursery.</p> <p>Hand rails and alarm call points are fitted in all.</p> <p>In both nursery and the hygiene suite in the main hall, provision has been made in the form of changing bed. Training and equipment, such as hoists, are sourced to ensure full provision is in place for pupils who may require this additional provision.</p> <p>All toilets have a low level sink for access.</p>	Head Teacher Site Manager Senco
Reception area	Minimal furnishings to ensure full access  Partially glazed doors	<p>Minimal storage, mats in place to prevent limiting access and avoid trip hazards.</p> <p>Partially glazed doors allow stakeholders and visitors visual clarity.</p>	Head Teacher Site Manager Office Manager
Internal signage	Minimal internal signage – fire escape signage, toilets, classrooms	<p>Visual timetables in place in classrooms</p> <p>Signage, such as WC are at appropriate level for pupils / visitors of all heights including wheelchair users</p>	Site Manager
Emergency escape routes	Multiple fire doors leading to external areas via corridors and classrooms	All emergency escape routes are clearly identified through signage and all fully wheelchair accessible.	Site Manager