



## Accessibility Plan – September 2023 to September 2026

<b>Governor Committee Responsible:</b>	Full Governing Body	<b>Governor Lead(s):</b>	Headteacher
<b>Status</b>	Statutory	<b>Review Cycle</b>	Three Years
<b>Last Review</b>	September 2023	<b>Next Review Date</b>	September 2026
<b><i>Date policy ratified</i></b>	<i>Ratified by FGB on 12 September 2023</i>		

### Our Vision

At Charlton Kings Junior School, our vision is to ensure our children are exceptionally well prepared for the next steps in their lives. We aim to provide them with the knowledge and skills they need to be successful, enthusiastic learners and responsible individuals. We will do this by providing a positive, safe and stimulating environment where **all** are included and achievements are celebrated.

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

### Legislation and Guidance

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.

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- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed every three years (or sooner if needed) to account for the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

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



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### Action Plan

Planning Duty 1	Aim	Current Good Practice	Objectives	Actions to be taken	Person(s) Responsible	Success Criteria	Date to be completed
<b>Physical Environment</b>	Increase access to the school environment for pupils with a disability.	The school environment is adapted to meet the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilets and changing</li> <li>• Disabled parking</li> <li>• Swimming pool access</li> </ul>	The school environment is accessible for all pupils – current pupils (short term); as pupils’ needs change (medium term); in preparation for future students (long term).	<p>Annual audit of physical environment.</p> <p>Review of My Plan/+ and EHCP targets to ensure environment does not cause any barriers to their achievement.</p> <p>Planning meetings with staff from CKIS/KS1 schools and ATS to address any barriers to the physical environment for current/new pupils as needs evolve.</p>	HT/SBM SENDCO	<p>Arrangements are made to address any changes required to the physical environment eg. Portable ramps for classrooms used by pupils with wheelchairs.</p> <p>The physical environment is accessible for all pupils as they start each new academic year and adaptations are made during the year as required.</p>	<p>Annually in June 2023, 2024 and 2025</p> <p>Sept 2023, 2024 and 2025</p>

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Planning Duty 2	Aim	Current Good Practice	Objectives	Actions to be taken	Person(s) Responsible	Success Criteria	Date to be completed
Curriculum	<p>Increase access to the curriculum for pupils with a disability.</p> <p>Provide opportunities for pupils with a disability to participate in extra-curricular activities and to represent the school in competitions/ events.</p>	<p>The school offers all pupils a curriculum, which may be adapted to meet the needs of disabled pupils including:</p> <ul style="list-style-type: none"> <li>Adapted resources such as enlarged worksheets, texts.</li> <li>Resources and examples which include people with disabilities.</li> <li>Progress tracking for all pupils with analysis of SEND as a key group.</li> <li>Tracking of participation in extra-curricular activities.</li> <li>Tracking of opportunities to represent the school.</li> </ul>	<p>All pupils can access a broad and balanced curriculum (long term).</p> <p>Staff members have the skills to support pupils with SEND (medium term).</p> <p>Needs of pupils with SEND incorporated into planning process (short term).</p> <p>Pupils with disabilities can access school trips (medium term).</p> <p>Pupils with disabilities take part in extra-curricular activities and have opportunities to represent the school (medium/long term).</p>	<p>Curriculum is monitored, reviewed and adapted by class teachers to ensure all pupils can access learning.</p> <p>Training is available for staff development.</p> <p>Extra-curricular opportunities are provided for pupils with disabilities.</p> <p>Resources and other adjustments are provided for pupils with SEND.</p>	<p>Class teachers.</p> <p>SENDCO and HT</p> <p>SENDCO, pastoral lead, PE leads.</p> <p>SENDCO, HT, SBM and IT lead.</p>	<p>Staff members have the skills to support children with SEND.</p> <p>Needs of pupils with SEND incorporated into planning process</p>	<p>Sept. 2024, 2025, 2026</p>

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Planning Duty 3	Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Success Criteria	Date to be completed
Information	School makes written information accessible.	Written information is provided in alternative formats as needed or on request: <ul style="list-style-type: none"><li>• Large print resources</li><li>• Braille</li><li>• Pictorial or symbolic representations</li></ul>	Pupils and stakeholders with disabilities are able to access written information in an accessible format (short, medium and long term).	Audit of need to ensure pupils and stakeholders can access written information in an appropriate format.	HT/SENDCO	Information from CKIS, KS1 feeder schools and SEND consultations is used to ensure information is accessible.	Sept. 2024, 2025, 2026