



Policy: Accessibility Plan

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Table of changes

When policy documents are updated, changes can be made to punctuation, grammar and readability.

If changes are made which affect the aims, purpose and outcomes of the policy, they are detailed below:

Date	Page	Changes
2024	4	Objective 1: inclusion of the consideration of site accessibility for learners with physical disabilities Objective 2: inclusion of the words diversity and equity.



Lee-on-the-Solent Junior School Policy

Introduction

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 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

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. Please see our Equalities Policy for more information on this. 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. The plan will be made available online on the school website, and paper copies are available upon request.

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.

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 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.

Links with other policies

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

- Health and safety policy
- Equalities Policy, information and objectives (public sector equality duty) statement for publication
- SEND information report
- SEND policy
- Supporting pupils with medical conditions policy
- All relevant risk assessments



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Accessibility Plan

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There is appropriate deployment and training of learning support staff and successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.



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	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring
1.	Raise staff awareness of disabilities issues whenever appropriate and that the school site is utilised by all members of the school community	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. Health Authority. Disability Rights Commission. All school staff.	Ongoing	Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff.	SENDCo
2.	Ensure staff deliver equality, diversity and equity learning within the curriculum .	Promote disability equality via Staff meetings. PSHE lessons. Assemblies. Celebrating difference.	Whole Staff	Ongoing	Increased whole school awareness of disability issues.	SENDCo
3.	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher	Ongoing	School trips & residential visits are accessible for all pupils.	EVC
4.	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary.	Leaders of extra-curricular clubs	Ongoing	After-school clubs and care provision is accessible for all pupils.	SENDCo



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		Make physical adaptations as required				
5.	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all pupils.	HT Subject Leaders
6.	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: Content Strategies Resources That could be employed when planning for pupils with difficulties or disabilities.		Ongoing	Policies include provision for pupils with difficulties or disabilities	Policy writers