



'Learning for a Fuller Life....'

Accessibility Plan

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

Formally adopted by the Governing Board/ Trust of:-	Taverham Junior School
Latest review:-	May 24
Chair of Governors/Trustees:-	Matt Lambert
Next Review:-	May 2028

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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.

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.

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. Accessible Norfolk – principles and values

These principles and values have been identified by Norfolk partners as the fundamental aspects for successful accessibility.

- Inclusive
- Flexible
- Adaptable
- Collaborative
- Solution focused
- Compassionate
- Committed

We are committed to providing an environment that can be accessed, understood, and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our environment (such as, but not limited to, our culture, buildings, technology, information, communication) we commit to:

- ✓ promoting inclusion, participation, and equal opportunity
- ✓ making the necessary identical or equivalent adjustments
- ✓ ensuring provisions for privacy, security, and safety
- ✓ ensuring dignity and respect

4. Links with other policies

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Teaching and Learning Protocol
- Behaviour Protocol

To increase the extent to which disabled pupils can participate in the curriculum

Current Good Practice	Targets	Action	Person responsible	Time scale	Progress (to be updated)
<ul style="list-style-type: none"> The curriculum has been reviewed ensuring progression across the key stage The curriculum is linked to the school aims, focusing on intent, implementation and impact for all pupils Resources are used to support access to the curriculum where necessary e.g. laptops, writing slopes Curriculum progress is tracked for all pupils and termly action plans are produced for children who are not making their expected progress All children who meet the criteria are placed on the SEN record and will have a Learning Support Plan, which follows the assess plan, do, review cycle outlining adjustments and interventions Participation in clubs is open to all pupils and priority is given where appropriate The curriculum is broad and balanced ensuring that all children get a wide range of opportunities Transition is carefully planned to meet the needs of vulnerable pupils, including those with a disability. 	<p>The needs of children with disabilities are met through appropriate adjustments and intervention</p>	<p>Continue to explore external agencies who can support children with disabilities (or who are waiting for diagnoses)</p> <p>Ensure that LSPs reflect the needs of disabled pupils to enable them to access the curriculum</p> <p>Timely referrals are made for support and assessment – advice built into learning support plans</p>	<p>SENCO and class teachers</p>	<p>Ongoing</p>	
	<p>Children who are given a diagnosis will understand what this means, particularly in terms of strengths</p>	<p>Awareness of disability is promoted through wellbeing assemblies and visual displays through school.</p> <p>Appropriate books and videos will be used to explain diagnoses, particularly in terms of strengths</p> <p>Staff CPD as appropriate</p>	<p>SENCO and pastoral worker</p>	<p>Ongoing</p>	
	<p>To ensure that teaching and learning are effective with particular reference to remembering key knowledge</p>	<p>Staff CPD to explore memory, retrieval practice, cognitive overload, schema and metacognition. This will follow VNET training attended by PHe</p>	<p>PHe</p>	<p>Summer term 24</p>	
	<p>Children are emotionally secure to ensure that they</p>	<p>Two mental health champions in school</p> <p>Full time pastoral worker</p>	<p>SENCO, Pastoral worker and ELSAs</p>	<p>Ongoing</p>	

<ul style="list-style-type: none"> External agencies are regularly used to support children with additional needs, and appropriate referrals are made in a timely manner. Additional funding is applied for through the INDES to support children with higher levels of need 	can achieve their maximum potential	<p>2 x ELSAs</p> <p>DHT is a senior mental health lead</p> <p>Appropriate referrals made to external agencies where needed</p> <p>Information provided to children and parents to support mental health and well being, including displays and handouts in school</p>	All staff		
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To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Current Good Practice	Targets	Action	Person responsible	Time scale	Progress (to be updated)
<p>The environment is adapted to meet the needs of the pupils are required:</p> <p>Reasonable adjustments are made to the environment to ensure accessibility for children and staff with disabilities:</p> <p>Reports for individual children by for example OTs are acted upon as far as possible</p> <p>Corridors are wide and accessible to wheelchairs</p> <p>There are two disabled toilets</p> <p>PEEPs are provided for children who need them</p> <p>Small sensory room and 'safe spaces' provided for children who need them</p> <p>The Year 3 entrance has been levelled to allow for easier wheelchair access</p>	<p>Ensure that all PEEPs are kept up to date for children who require them, based on their current needs</p>	<p>CH and MW to develop PEEPs where required, which are then shared with key staff and children</p>	CH/MW	When circumstances require a PEEP	
	<p>To investigate the possibility of installing a ramp to the astro turf</p>	<p>CH and PHe to explore the feasibility of this project</p>	CH/PHe	To be explored by 2025 (currently there is no need for this provision)	

To improve the availability of accessible information to disabled pupils

Current Good Practice	Targets	Action	Person responsible	Time scale	Progress (to be updated)
<p>Adjustments are made and resources put in place to support disabled pupils where necessary e.g coloured filters, adjusting the interactive board in terms of colours and fonts used</p> <p>Task planners are used for children who need visual information</p> <p>Visual timetables are used in all classes (individual visual timetables are in place where necessary)</p> <p>Now and Next boards are used where required</p>	<p>To ensure that children who struggle to read and write are not disadvantaged in accessing the curriculum</p>	<p>Ensure netbooks are allocated appropriately</p> <p>Use of accessible online programmes when necessary e.g. IDL, writing legends etc..</p> <p>Use of talk typer or similar programme to translate speech to text, spellcheckers, adult scribe etc..</p> <p>Adults to support – reduce language for instructions and provide visual prompts where necessary</p>	<p>SENCO</p> <p>Class teachers</p>	<p>Ongoing</p>	
<p>Staff are aware of some parents who struggle to access written information and support them accordingly</p> <p>Text messages and emails are used to provide information to parents</p> <p>Appropriate technology is used where necessary e.g. talk typer, clicker, ATT referral, individual netbooks</p>	<p>The school will have a variety of resources in different formats to help children to understand disabilities</p>	<p>Well being assemblies to educate children on the needs of children with disabilities and anything that they may be able to do to help</p> <p>Ensure a range of books/videos and knowledgeable staff to be able to talk to children about their disabilities</p> <p>Use external agencies where appropriate to find additional specialist information and/or staff training</p>	<p>SENCO and pastoral support</p>	<p>Ongoing</p>	

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
- Teaching and Learning Protocol
- Behaviour Protocol

