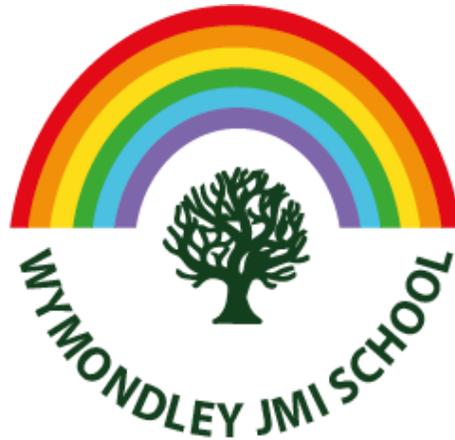


Wymondley JMI School



Wymondley School Accessibility Plan

Updated: September 2022
Review date: September 2023

Accessibility Plan

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of Wymondley JMI School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Resources Committee.

Access to this plan

This plan will be made available in the following ways

- Upon request from the school office
- A copy of this plan is issued to any parent of a disabled child who makes an enquiry about a place for their child at the school.
- On the school website
- The full plan can be made available in a variety of formats, e.g. large print

Previous adaptations made to the school

- Renovated adult toilets to include disabled toilets both at the bottom of the corridor and at the school hall.
- Built a path around the hall to ensure wheelchair access to the hall.
- Installed a wheelchair lift enabling access from the foyer to the main corridor.
- Installed electronic whiteboards in every classroom – it is recognised that children with Learning Difficulties and problems with their sight or who are partially sighted find it easier to learn when an electronic whiteboard is used.
- Re-paved the entrance paths to ensure ease of access for wheelchairs.
- All classrooms have a sound system to support hearing impaired pupils.
- Staff training on diabetes and use of epipens.

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Accessibility Plan Section A - Improving Access to the Curriculum

Target	Action / Implementation	Responsibility	Timescale	Resources	Intended Outcomes	status
Teaching and learning across the curriculum to reflect equal opportunities for all with physical impairments.	Planning and Teaching includes opportunities to ensure the physical diversity of society is catered for.	All	ongoing In response to need	Leadership team monitoring time TP/KC	Pupils with physical impairments can access the curriculum.	met
Teaching and learning across the curriculum to reflect equal opportunities for all with physical impairments.	Staff to ensure planning meets the learning needs of all.	All	ongoing In response to need	Leadership team monitoring time TP/KC	All pupils are able to access the curriculum matched to their needs.	met
Staff are trained on ways to improve pupil access to the curriculum, for those pupils with SEN and disabilities. Pupils with SEN and disabilities can fully access the curriculum.	Monitor provision for children with SEN and disabilities and assess if development opportunities would be beneficial. Organise staff training, making use of relevant external agencies, where appropriate	TP/KC	ongoing in response to need	Senior Leadership Team monitoring time Relevant training courses	Staff are increasingly aware of and are able to meet the needs of all children. Pupils access the curriculum without barriers to learning.	met
Learning resources available that are accessible for children	Consider the individuals within the school and update resources to support pupils	TP/KC/Teachers	ongoing In response to	SENCo leadership time.	Pupils with SEN and disabilities have increased access to curriculum	met

with disabilities and SEN.	with SEN or disabilities in accessing the curriculum.		need	SEN budget.	materials.	
Extracurricular and out of school activities are accessible to all pupils including pupils with disabilities and SEN	Review all out-of- school provision to ensure compliance with legislation.	TP/KC	Ongoing In response to need	Subject Leaders and SENCo Time	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	

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Accessibility Plan Section B - Improving Access to the Environment

Target	Action / Implementation	Responsibility	Timescale	Resources	Intended Outcomes	Status
Improve the ease of movement in all classrooms for children with physical disabilities.	Improve the ease of movement in all classrooms for children with physical disabilities.	All	Short term In response to need	Leadership time	Children with physical disabilities will be able to move more freely within each classroom environment.	met
To improve the ease of movement for children, parents and carers throughout the school environment	Explore the possibility of alternative disabled access to the school hall via the side door. To improve signage around the school for disabled access. Disabled parking space - space nearest to the main building	TP/KC/JD	Ongoing	Funding from school budget Contractor service costs	Children, parents and carers will be able to move throughout the school with more ease.	ongoing ongoing met
Ensure that the Sound Fields (where fitted) work properly and are used by all staff when required.	Contact sound field contractor to come and check all sound fields if necessary. Invite the Hearing Impairment Service into school to deliver staff training on the use of sound fields, when required.	TP	In response to need	Staff meeting time for training. Contractor costs for service check	Children with hearing impairment have full access to the learning environment.	as required
Ensure disabled toilet remains fully compliant	Monitor disabled toilets for suitable and working equipment. Update as needed.	TP/JD	On going	Funding from school budget	Toilet facilities meet the needs of all children and adults with disabilities.	met
Comply with HCC H&S	HCC & internal audits carried out	TP/JD	On going	Funding from	Children and adults will have easier	met

requirements	Actions from audits completed.			school budget	access to all areas of the school building.	
Physical learning environment accessible for children with dyslexic tendencies and speech and learning/ communication difficulties, as well as those on the autistic spectrum.	Organise and conduct inclusive classroom / SEND learning walks throughout the school year. Staff to implement suggestions given as a result.	KC	On going	SENCo leadership time Time in staff meetings Support/Advice from external agencies.	Children with speech and language or communication difficulties and dyslexic tendencies, as well as pupils on the autistic spectrum have full access to the learning environment. Children with other difficulties will also benefit from an inclusive classroom.	met

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Accessibility Plan Section C - Improving Communication and information Sharing

Target	Action / Implementation	Responsibility	Timescale	Resources	Intended Outcomes	Status
School policies reflect a commitment to accessibility for all.	All relevant policies to have reference to disability equality and accessibility.	Governors, TP, KC and subject leaders	Ongoing	leadership time	Disability and Accessibility needs are considered in all relevant areas	met
Parents/carers are consulted about the content of the accessibility plan.	Send draft copies of the document to parent/carer of children with disabilities for consultation.	TP/KC / office manager	Autumn Term 2022-2023		Parents/carers are informed and have had the opportunity to input their views.	ongoing
Parents/carers are informed about the progress of the accessibility plan.	Report on the progress of the plan to be made to governors and parents to be made aware of important changes via the school website.	TP/KC	Ongoing - termly review	leadership time	Parents are kept well informed	ongoing
Information is received by parents/carers in an appropriate format, when requested.	Be aware of services available for converting written information into alternative formats.	TP/KC/ Office manager	As and when requested	as required	School will be able to respond quickly to requests for information in alternative formats.	as needed - no requests made yet