

The Minster Junior School

'Let us be concerned for one another, to help one another to show love and do good.' Hebrews 10:24

ACCESSIBILITY PLAN

2021-2024



Approved by FGB

FIBayes

Date: 25th March 2021

Signed:

Last reviewed on: February 2021

Next review due by: February 2024

Rationale for an Accessibility Plan

The Minster Junior School is committed to mitigating the effects of the disproportionately poor attainment and progression journey of disabled pupils and those with special educational needs and disability, as described by the 2014 SEND Code of Practice. The school recognises that for it to be truly accessible to its learners, all steps should be taken to remove barriers to teaching and learning, extracurricular activities, workshops and clubs, and a commitment to ensuring that the physical environment, too, is fully supportive of the needs of our disabled learners and those with special educational needs as well as other disadvantaged stakeholders.

The Minster Junior School recognises its duty under the Equalities Act 2010 (Schedule 10) to have an Accessibility Plan, and as such:

- Minster Junior School does not unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.
- Does not discriminate against the disabled.
- Minster Junior School recognises that some people have a physical or mental impairment, and that this impairment may have a substantial and long-term adverse effect on their ability to carry out normal day to day activities.
- Minster Junior School does not discriminate in the school's admissions and exclusions policy (nor in practice), and its provision of education and associated services.
- Does not treat disabled pupils less favourably than their more-able peers.
- Minster Junior School takes reasonable steps to reintegrate pupils returning from a period of illness.
- Minster Junior School takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Publishes an Accessibility Plan that is reviewed by the Governors' Premises Committee and the FGB.

Minster Junior School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the 2014 National Curriculum framework, which underpins the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school building was extended in 2014 and some areas refurbished. The building is fully accessible with a lift provided for access to the first floor classrooms as well as an 'Evac Chair'. There is adequate lighting across all areas of the school, wide corridors, disabled toilets and changing facilities, a shower cubicle, ramps and disabled parking bays.

The 3 areas considered in this action plan are:

a) Improving Education & related activities

Minster Junior School will continue to seek and follow the advice of LA services and the Diocese, such as specialist advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts. The SENCo and SEND Lead, with the support of the Senior Leadership Team, will apply for education, health and care plans (EHCPs) and formalise risk assessments and/or care plans to support pupils returning to school after a period of illness.

b) Improving the Physical environment.

Minster Junior School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. These include, but are not limited to: improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improving the Provision of information

Minster Junior School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Where necessary, Minster Junior School ensures that letters to parents/carers are translated and that our staff are able to access copies of Part 1 of keeping Children safe in Education (KCSIE) 2020 (*amended January 2021*) – translated into 11 languages.

ACCESSIBILITY ACTION PLAN

Targets		Strategies	Time scale	Responsible	Success Criteria
1.	Liaise with The Minster Nursery & Infant School - review September (new school year's) intake	To identify pupils who may need additional or different provision in September at the start of the school year	Summer each year	H/T and Year 3 Year staff	Procedures / equipment / ideas in place by September each year
2.	To review all statutory policies to ensure that they reflect inclusive practice and procedures	To comply with Equality Act 2010	Ongoing	Leadership Team / subject co-ordinators	All policies clearly reflect inclusive practice and procedures
3.	To establish close liaison with parents / carers	To ensure collaboration and sharing between school and families – deployment of the Family Link Worker to achieve this	Ongoing during 3 year plan	H/T all teachers /d teaching assistants	Clear collaborative working approach

4	To ensure full access to the curriculum for all pupils and to take account of learning styles when teaching	CPD for all staff: *Differentiated curriculum *Use of P levels for some pupils *Quality Assurance and Performance Management for teaching assistants *Use of interactive ICT equipment *Occupational Therapy, Speech & Language Therapy Support and other external agencies *Teachers of the Visually Impaired and Hearing Impaired sharing supportive inclusive practice with staff Creating positive images of disability within the school	Ongoing	SENCO Educational Psychologist CAMHS support worker	Strategies evident in classroom practice; ASD pupils accessing curriculum
5.	To ensure all with a disability are able to be actively involved in school life	Ensure access plans are part of target process for pupils; Ensure access needs of staff and governors are met	Ongoing	H/T teaching / non-teaching staff	Enabling needs to be met where possible
6.	To review attainment and progress of all SEND pupils	SENCO/class teacher meetings/Pupil progress meetings; Data analysis; Timely liaison with parents / carers	Termly	Class teacher SENCO	Progress being made towards targets; Provision map shows clear steps and progress made by learners
7.	Health needs closely monitored – severe asthma, diabetes, epilepsy, mobility issues, food allergy, etc.	Health Plans in place in liaison with parents / carers; First Aid training for identified staff; Safeguarding training for all staff	Ongoing	H/T, SENCO Teachers First Aiders	All medical needs of pupils and staff are met fully within the capacity of MJS
8.	To ensure all access around school is as safe as possible	Health & Safety walks; fire drill – Executive Site Manager.	Monthly	H/T, Executive Site Manager	When evacuation plans including fire drills are carried out successfully
9.	To review Accessibility Action Plan targets annually	As part of Minster Junior's School Improvement Plan	Annually and ongoing reviews	LT / Governing Body SEND Governor	Governors fully informed about SEND provision and progress

