



## ACCESSIBILITY PLAN

**Agreed by Finance and Premises Committee: February 2015**

**Date of next review: February, 2018**

### Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act, 2010 and Sen Code of Practice, 2014.

Southway Junior School is housed in a 1968, mainly two-storey building, set on different levels. Although wheelchair or disabled access is available at ground level for all the different parts of the building, major building work (eg provision of a lift, additional disabled toilet on the Y6 level) would be required before the building could successfully fully meet the needs of pupils or staff in wheelchairs or those with severe mobility problems. In the past, ground floor classrooms have always been assigned where needed for disabled or mobility impaired people. The school has one disabled toilet, a disabled parking bay and a permanent ramp to the front entrance and a portable ramp for wheelchair access to ground floor.

### Definition of Disability

Disability is defined by the Equality Act, 2010

“if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities”

### Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Southway community for pupils, prospective pupils and adults, with a disability.

### Principles

Compliance with the Equality Act, 2010 is consistent with Southway's aims and Equalities Policy, 2014 and the operation of Southway's SEN policy and Local Offer. Southway recognises its duty to:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Equality Act, 2010

Southway recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Southway 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 National Curriculum, which underpin 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.

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## Activity

### a) Education & related activities

Southway will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. We are members of the Woodlands Mead SEN Hub and have access to specialist advice and support.

### b) Physical environment

Southway will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible fixtures and fittings. Improvements to the ground floor are on a rolling programme of updates where needed.

### c) Provision of information

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## Action Plan

See attached (Appendix)

## Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development & Improvement Plan (SDIP)
- Premises Development Plan (PDP)
- Special Educational Needs Policy and Local Offer
- Equalities Policy, 2014
- Curriculum policies

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