Ben Jonson Primary School

Accessibility plan

Date reviewed: March 2025

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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

At Ben Jonson Primary School, our guiding principle is one of Inclusion. We strive to be an inclusive school, which means supporting the full range of pupils who make up our school community.

Through high quality classroom management, appropriate differentiation, reasonable adjustments and high-quality resources, we seek the highest levels of attainment and achievement for our pupils, including those with SEND. We strive for staff and pupils to see difference as an asset. It is our duty to ensure that SEND never serves as a barrier to opportunity or a student reaching their full potential. In order to treat all pupils fairly and with respect, we seek to provide access and opportunities for all pupils without discrimination of any kind.

Principles

- At Ben Jonson Primary School, we acknowledge that we are all teachers of children with special educational needs and disabilities, and that meeting their needs is the concern and responsibility of the whole school.
- At Ben Jonson Primary School, we see difference as an asset.
- We believe the child is at the heart of what we do.
- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum that is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents or carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

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. Please all see our Equality Policy and Objectives.

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.

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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Liaison with external agencies
The AHT for Inclusion initiates contact with external agencies, after consultation with the class teacher and the pupil's parents/carers. Agencies currently consulted by the school Include:

- Speech and Language Service
- Support for Learning Service
- Educational Psychology Service
- Social Services
- Education Welfare Service
- Community Paediatrician
- Community nurse
- Physiotherapy
- Occupational Therapy
- Child Adolescent Mental Health Service
- Tower Hamlets Emotional Wellbeing project
- Phoenix Outreach Service
- Stephen Hawking's Outreach Service

Specialists from these agencies may act in an advisory capacity, provide additional specialist assessment, or be involved in teaching a pupil directly.

Governing Body
The school governors have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, pupil's needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult the Children's Trust and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs or disability joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The Headteacher
The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's Inclusion Team. The Headteacher seeks out and shares best practice with the Children's Trust and other schools.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Timeframe
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils	1. Increase participation in PE lessons for children with specific physical needs, even if temporary 2. Increase participation in the playground at breaktimes and lunchtimes and provide opportunities for peer games- ensuring range of interactions with adults and children	-Communication with relevant professionals to seek medical advice promptly -Discussion with teacher and PE lead to take advice on adaptations and creative outcomes -Invest in necessary equipment to support access to all curriculum areas	Key adult in Inclusion: Ebru, Aurora, Rachel PE lead SLT	Ongoing
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Overhead and stand-alone hoists for	1. Ensure trips linked to curriculum have physical adaptations to meet the needs of our pupils with a disability	-Subject leaders to research a range of activities and keep in mind access needs of pupils -Risk assessments	All subject leaders SLT	Ongoing

	transfers • Classroom layout • Doors with release buttons • Height adjustable tables • Use of ICT for access to learning • Pathway in playground for wheelchair access • Library shelves at wheelchair-accessible height • Variety of toilet heights • EVAC chairs to meet the needs of pupils	2. Ensure high volume of EVAC chair trained adults are available in school as staff changes occur	to hold information about access needs and transport -Review EVAC chair trained staff annually- seek further training sessions as necessary	Trip organisers SLT SBM	Annual
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Widgit online • Use if iPads and laptops for individual use • Clicker typing programme	1. Consider disability needs of families in our parent sessions, workshops, parents' evenings	-Offer information on the website in a variety of formats -Be proactive in sharing information within the school if disability needs of a parent/carer is identified	SLT	Ongoing

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It is approved by the governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs and disabilities policy
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy