



JOYDENS WOOD INFANT SCHOOL

Accessibility Plan 2024-2027

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students" issued by DCSF in July 2002.

Joydens Wood Infant School have adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our Special Educational Needs Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's Equality Plan explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our Special Educational Needs Policy for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

This plan outlines the proposals of Joydens Wood Infant School to increase access to education for pupils with Special Educational Need and disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

EQUALITY AND INCLUSION

Target	Strategies	Outcome	Timeframe	Lead
The Accessibility Plan and Equality Statement becomes an annual agenda item at Local Committee Meetings	Clerk to Local Committee to add to list of required publication details.	Adhere to current legislation	Annually	Inclusion Lead SLT
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents.	Whole school community is aware of issues relating to access for identified groups of pupils.	Ongoing	Inclusion Lead SLT

PHYSICAL ENVIRONMENT

Target	Strategies	Outcome	Timeframe	Lead
Ensure that all areas of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	The Local Committee will work alongside the Head Teacher and the Site Manager to review access around and inside the school building. The Inclusion Manager will work with professionals to review access for pupils with disabilities when appropriate	Any modifications needed will be made to the school building and grounds to facilitate ease of access for all.	Ongoing and as needed	Local Committee Headteacher Inclusion Lead
Use of Hearing Support System in designated classrooms within each year group to support pupils with a hearing impairment.	Hearing Support System to be used in relevant classrooms.	Access to pupils with a hearing impairment.	As appropriate	Inclusion Lead SLT Teaching Staff

CURRICULUM

Target	Strategies	Outcome	Timeframe	Lead
Continue training for teachers and support staff on different aspects of SEND including differentiation when required.	Identify areas for CPD according to the needs of the pupils and through performance management.	Access for all learners. Progress and attainment for all groups of learners. Closing the gap in progress and attainment of all groups.	Ongoing	Inclusion Lead SLT All Staff
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Liaison with outside club providers to allow access for all pupils. All pupils participate in class trips. Liaison and pre-visit to the venue to plan trip and create risk assessment.	All pupils have access to clubs and trips.	Ongoing	PE Lead Inclusion Lead All Staff
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils.	Subject Leaders to provide equipment to allow participation and achievement of all pupils. Learning walks to evidence the use of appropriate equipment.	All pupils participate in all lessons.	Ongoing	Subject Leads All Staff SLT
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	Identify those pupils who require access arrangements, collect evidence and apply to relevant body.	Pupils have equal opportunity to access tests and achieve their full potential.	Ongoing and when appropriate	Class Teachers Inclusion Lead SLT

WRITTEN INFORMATION

Target	Strategies	Outcome	Timeframe	Lead
Make available school brochures, newsletters, letters and other information for parents/carers in alternative formats.	The School Office will liaise with parents/carers when appropriate. Make parents/carers aware that alternative versions can be made available.	Written information to be available in appropriate formats. All parents/carers to be able to access information from school.	When needed	Office Team