



**Talavera Junior School**  
**Accessibility Plan**

**Document Name:** Accessibility Plan

**Status:**

**Latest Review:** January 2023

**Next Review Planned:** January 2026

**Signed:** \_\_\_\_\_ (Policy Owner)

**Print Name:** \_\_\_\_\_

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**Signed:** \_\_\_\_\_ (Governor Approval)

**Print Name:** \_\_\_\_\_

**Approval Date:** \_\_\_\_\_



## Talavera Junior School Accessibility plan

### Purpose of the plan

This plan is to show how Talavera Junior School, over time, ensures our school is accessible for any person who has a disability, or a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. 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:

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school-clubs, leisure and cultural activities or school visits.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school where possible and physical aids to access education).
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events). The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Talavera Junior School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community

favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which put children at a disadvantage. This will allow them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

### Accessibility Plan 2023-2025

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure the Accessibility plan becomes an agenda item at FGB Meetings in a 3 year cycle.	Clerk of governors to add to list for FGB meetings.	Adherence to legislation.	Every three years	
To improve staff awareness of disability issues as and when they arise.	Review staff training needs regularly. Provide training for members of the school community as appropriate, taking advice from outside agencies where appropriate.	Whole school community awareness.	On-going	CL undertake or arrange any needed training
To ensure all policies consider the implications of disability access.	Check when reviewing policies.	Policies to reflect current legislation.		
Physical Environment				
To ensure that, where possible, the school buildings and grounds are accessible for all	To consider access arrangements whenever works are being carried out.	Modifications will be made to the school building to improve access where possible.	Ongoing	

children and adults and continue to improve access to the school's physical environment for all.	Work with families and outside agencies eg. occ health, when a child with access requirements is allocated to us.			
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Accredited SENDCo within school SENDCo to review the needs of children and provide training either directly or through our cluster Educational Psychologist or other training provider recommended by Hampshire.  SENDCo to liaise closely with NHS staff and act on their advice as and when needed.	Staff are able to enable all children to access the curriculum.  Identified staff members are trained to meet a pupil's specific needs.	On-going	
To ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	On-going	Eg grandparent of JW going on residential trip Nov 22
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pens, headphones, writing slopes etc.	Children will develop independent learning skills	Reviewed termly by SENDCo	eg specialist equipment, including ear defenders, specialist screens,

				adapted reading materials (font type and size), specialist seating, adapted handwriting grips and computer programs. Dyslexia support materials etc.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
Written or Other Information				
To ensure that all parents and other member of the school community can access information.	Written information will be provided in alternative formats or languages as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.	Staff to hold parents evenings by phone or send home written information.	Parents are informed of children's progress	Twice yearly	