



# Accessibility Plan 2023-24

## Review

This plan will be reviewed in full by the Governing Body every three years.

This Policy was formally agreed by the Governing Body on 14<sup>th</sup> December 2023.

Date of Review : 13<sup>th</sup> December 2026

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## School Profile

Alumwell Junior School is situated in Primley Avenue, Walsall WS2 9UP

The school is three form entry catering for approximately 360 boys and girls aged 7 to 11 years.

The school has been well maintained has undergone intensive building phases which have sought to address the requirements for access.

- Creation of a disabled toilet
- Additional ramp for wheelchair access to the special educational needs unit
- Classroom environments are reviewed to cater for statemented pupils. This has included intensive work on reviewing the curriculum to ensure that it is accessible for children with autism.
- Creation of disabled parking area.
- Resurfacing of car park

The Local Authority has carried out an accessibility survey (2006) in light of new legislation and recommendations for physical access improvement were made. After discussion an agreed way forward with these issues has been agreed and are included in this plan. This plan is:

- Rooted in a culture of high expectations for all;
- Is guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum;
- Seeks out and responds to the views of the key stakeholders;
- Demonstrates a commitment to developing access for all pupils;
- Supports a problem solving approach;
- Shows a commitment to the effective and sustainable use of resources;

## Identifying Barriers to Access

Question	Completed	In Progress	Under discussion	Not yet addressed	Source
<b>Organisational</b>					
Are school visits/trips, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? <b>Special consideration always given</b>	✓				DfE
Preparation for entry into school.	✓				DFE
Grouping of pupils.	✓				DFE
Homework policy and practice. <b>Reviewed annually</b>	✓				DFE
School discipline and sanctions. <b>Reviewed annually</b>	✓				DFE
Exclusion procedures.	✓				DFE
School clubs and activities.	✓				DFE
The school's arrangements for working with other agencies.	✓				DFE
<b>Attitudinal</b>					
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? <b>see SEN Policy</b>	✓ And as required				DFE
Do staff recognise and allow for the mental effort expended by some disabled pupils. <b>see SEN Policy</b>	✓				DFE
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? <b>see SEN Policy</b>	✓				DFE
Are there high expectations of all pupils?	✓				DFE

Question	Completed	In Progress	Under discussion	Not yet addressed	Source
Do staff seek to remove all barriers to learning and participation?	✓				DFE
Access to the curriculum.	✓				DFE
School policies, e.g. anti-bullying, SEN policies, health and safety.	✓				DFE
Interaction with peers.	✓				DFE
<b>Physical access</b>					
Are your classrooms optimally organised for disabled pupils?	✓ And as required				DFE
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? <b>Current pupils achieve full access. Wheelchair access for canteen.</b>	✓				DFE
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? <b>Around school there is access but Governors would need to revisit at time of entry.</b>	✓				DFE
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓				DFE
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	✓				DFE
<i>Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?</i> <b>Visual timetables in class for those requiring it.</b>	✓				DFE
Are areas to which pupils should have access well lit?	✓				DFE

Question	Completed	In Progress	Under discussion	Not yet addressed	Source
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? <b>Yes, if required</b>	✓				DFE
Is furniture and equipment selected, adjusted and located appropriately?	✓				DFE
Access to school facilities. <b>All current pupils have full access</b>	✓				DFE
Activities to support the curriculum, e.g. drama group visiting school. <b>Free access</b>	✓				DFE
School sports. <b>Free Access</b>	✓				DFE
How the school deals with emergency procedures.	✓				DFE
Breaks and lunchtimes.	✓				DFE
The serving of school meals.	✓				DFE

Curriculum Access					
Do lessons provide opportunities for all pupils to achieve?	✓				DFE
Are lessons responsive to pupil diversity?	✓				DFE
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓				DFE
Are all pupils encouraged to take part in music, drama and physical activities?	✓				DFE
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? <b>Not applicable at present.</b>	✓				DFE
Do you provide access to computer technology appropriate for students with disabilities? <b>All current pupils have full access.</b>	✓				DFE
Teaching and learning.	✓				DFE

Question	Completed	In Progress	Under discussion	Not yet addressed	Source
Classroom organisation.	✓				DFE
Timetabling.	✓				DFE
Assessment and exam arrangements.	✓				DFE
Preparation of pupils for the next phase of education. Sound induction arrangements in place.	✓				DFE
<b>Information Access</b>					
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	N/A at present				DFE
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams,	✓				DFE
Do you have the facilities such as ICT to produce written information in different formats?	✓				DFE
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓				DFE
School announcements.	✓				DFE
Access to information.	✓				DFE

## Access Plan

AUDIT INFORMATION	KEY RECOMMENDATIONS
<b>Physical Access</b>	<ul style="list-style-type: none"><li>• Specialist chair for access to table height to be sourced for years 5 / 6 desks</li></ul>
<b>Curriculum Access</b>	<ul style="list-style-type: none"><li>• Continue to focus on differentiation in teaching and learning</li><li>• Continue to develop transitional arrangements between phases</li><li>• Organise induction programmes for pupils that require it</li><li>• Continue focus on removing barriers to learning – focus on EAL</li><li>• Availability of written material in alternative formats</li></ul>
<b>Information Access</b>	<ul style="list-style-type: none"><li>• Access to Newsletter from website and by e mail.</li><li>• Learning Platform for parents and pupils to access:</li><li>• Continued development of Learning Platform</li></ul>

## Reasonable adjustments Required

Governors are committed to ensuring that Alumwell Junior School is an inclusive school and looks beyond the current needs of the children and school community. Governors are committed to funding all Key Recommendations in full and will continue to be proactive in its thinking regarding accessibility. Governors also recognise the need to respond to pupil specific needs as they arise and are committed to making reasonable adjustments to allow pupils to fully access the curriculum.

Reasonable adjustments meet the statutory requirements when they:

- Act to prevent disabled pupils being placed at a substantial disadvantage
- Are aimed at all disabled pupils
- Are anticipatory
- Enable pupils to participate in education

School will consider the potential impact on disabled pupils in terms of:

- Time and effort
- Inconvenience
- Indignity or discomfort
- Loss of opportunity
- Diminished progress