

Falcon Junior School



Accessibility Action Plan

2022 – 2025

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1. The Purpose of this Plan

This plan sets out how our school will increase access to education for disabled pupils in three key areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

2. What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatizing any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities’.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Information about our school

You can find out about our school on our website, [here](#).

5. What we have in place to make our school accessible

Our school is a friendly and welcoming environment. The school views accessibility in its broadest possible sense, with links to disability, special educational need, cultural and economic diversity, home language and other factors.

Below are some of the measures we already have in place to improve access to our school:

- Most steps and stairs have equivalent ramps at appropriate inclines or lifts,
- which are within a reasonable distance.
- The refurbished building has quiet areas and classrooms with high quality lighting and air conditioning. Classrooms have been designed to ensure a good auditory environment.
- We have a room with specific lighting for visually impaired learners.
- All doorways have been widened to accommodate wheelchair users.
- We have a hearing loop for hearing impaired children to use with their teacher.
- The school has worked with partners such as the Virtual School for Sensory Support (VSSS) and Occupational Therapists to assess and improve the environment for pupils.
- We work closely with pupils and families to ensure that specific needs are identified early and met in a timely way. The school's SEND Policy, Policy for Supporting Children with Medical Needs and Intimate Care Policy lay out a number of approaches to developing specific plans for pupils who face particular challenges in accessing the buildings, school day or broader curriculum.
- Those pupils who need them have regularly maintained Personal Emergency Evacuation Plans (PEEPS).
- We work closely with the EAL advisory group for those who speak English as an additional language, and where necessary support parents through the use of translation services.
- The school's curriculum has been carefully planned to meet the needs and be reflective of our specific context and school community.
- The school works in partnership with a range of external professionals to evaluate and improve specific aspects of accessibility, including healthcare professionals, educational psychologists and specialist learning support teachers, speech and language therapists, VSSS, the Inclusion and SEND

team, Norfolk Steps and Norfolk SENDIASS.

6. Challenges to accessibility that we want to address

Our school building does have classrooms on the first floor but we have in the past had a stair lift and have made adjustments to the allocation of classes to meet individual needs.

Currently our school outside site has extra fencing whilst building work is completed. The development of our outside area is a priority over the next few years so that it becomes an accessible outdoor learning space for all children to enjoy.

7. Action Plan

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	OPAL project (Outdoor Play and Learning project). Enhancing the outdoor environment to accommodate children's creative play. This starts with a site assessment in Nov 2022 and then an action plan for the following 18 months.	Outdoor time such as break and lunch times is a more constructive learning time for all pupils. In a safe environment where children are supported to manage their own risk.	SLT OPAL teaching lead	2024
2	Cleaning up of outdoor spaces and removal of uneven pathing and damage from tree roots.	All areas of the playground will be accessible and safe for play.	Site manager	2023
3	Appropriate toilet facilities for a child with medical needs. Toilet close to the classroom identified (medical room too far away and disrupts learning). Adjustments to toilet and new locks added.	Individual is able to access toilet quickly for changes during lesson time with minimal disruption to learning.	SENDCo Site Manager	2022