

CITY JUNIOR SCHOOL ACCESSIBILITY PLAN

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1. Principles

1.1 The purpose of this plan is to:

- ensure that pupils with a disability are not discriminated against in the admissions and provision of education and associated services at City Junior School (CJS);
- take reasonable steps to avoid putting staff and parents with a disability at a disadvantage;
- provide all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual pupils;
- always seek to make improvements to the school's facilities to increase the extent to which pupils with a disability can take advantage of the curriculum and associated services.

2. Introduction

2.1 This policy has been written with government policy and legislation in mind. Relevant legislation and guidance taken into consideration include:

- The Disability Discrimination Act 1995
- The Education Act 1996
- [The Special Educational Needs and/or Disability \(SEND\) Code of Practice](#) (September 2014)
- Accessible Schools: Summary Guidance DFES/0462/2002
- The Disability Rights Commission's Code of Practice for Schools 2002
- The Education (Independent Schools Standards) (England) Regulations 2003 as subsequently amended (S12003/1910)
- The Equality Act 2010

3. Definition of Disability

3.1 The school will treat each case in which a pupil or adult considers that they have a disability individually and with sensitivity.

3.2 Under the terms of the Equality Act, a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day activities.

4. Admissions-planning for disability

4.1 CJS is an academically selective, independent, school. The school endeavours to educate and develop all its pupils to the best of their ability and potential. It is the school's aim

that all its pupils, regardless of any need and/or disability will have a complete, happy and successful junior school career and emerge confident, well-educated, well-rounded and ready for the next stage of their education.

- 4.2 The school request parents to make a declaration regarding disabilities and learning difficulties in respect of a prospective pupil when registering for entry (Registration Form) and when accepting the offer of a place (Acceptance Form). The acceptance form and entrance procedures give the school adequate details of the nature and effect of any disability so as to enable it to do its best to make reasonable adjustments. In assessing any pupil or prospective pupil, the school may seek advice and/or assessments as it regards as appropriate in order to best support the pupil. The school will be sensitive to any requests for confidentiality.
- 4.3 The school's policy is also to ensure that no visitor, prospective student or parent are put at a substantial disadvantage because of a disability and to ensure that their needs are met, in accordance with its obligation to make reasonable adjustments.

5. Areas of focus of plan

This Accessibility Plan has two areas of focus:

1. Improving curriculum access
2. Improving physical access

5.1 Access to the curriculum

A whole school approach to the provision of SEND raises the capability of all school staff to assist in the teaching of pupils with SEND.

When planning, teachers need to set high expectations and provide opportunities for all pupils to succeed. Lessons need to be planned so that all pupils can take part fully and effectively. Such an environment includes valuing all contributions, ensuring the feeling of a safe and secure learning environment for pupils, encouraging independence amongst pupils and using differentiated teaching approaches and resources, as appropriate. Teachers must take into account potential barriers to learning and make provision where necessary to support individuals or groups of pupils.

Curriculum planning and assessment for pupils with SEND must take account of the type and extent of the difficulty experienced by the pupil.

City Junior School's SEND policy covers all areas of SEND as per the SEND Code of Practice: Cognition and Learning, Communication & Interaction, Social, Emotional & Mental Health, Sensory and/or Physical, and Other Difficulties. Please refer to this policy for further advice and guidance on the school's provision and support of students with SEND

Wider Curriculum

The school provides a wide range of extra-curricular clubs, activities and visits. Teachers must take into account, plan for and support the individual needs of pupils who attend clubs and/or school trips. Where appropriate, the school makes reasonable adjustments to meet the needs of pupil during activities and visits.

5.2 **Physical Accessibility**

We will do all that is reasonable to ensure that all areas of the school are made accessible to pupils and parents who have disabilities. We will fulfil our legal and moral responsibilities in order to accommodate the needs of applicants, pupils and parents who have disabilities which, after reasonable adjustments, we can cater for adequately.

School Site

The school building occupies a former law school at Gray's Inn, built in a mixed use area and dating from the 1970's. It consists of two separate but inter-connected buildings. There are four floors in each of the buildings, and all floors are accessible via a lift. Corridors are wide enough for wheelchairs and classrooms and communal spaces are spacious and allow for easy accessibility. There is step free access into the school.

Pupils eat lunch in the Main Hall at Gray's Inn. This is a short walk from the school building, and there is step free access to the hall. At morning break and lunchtime break, pupils play outside in a separate area of the grounds of Gray's Inn known as The Walks. There is step free access to this outside space.

Offsite learning

Games lessons are taken offsite, at Coram's Fields and at the senior schools (City of London School for Girls and City of London School). Pupils travel to these sites by coach or on foot. Suitable transport provision will be available for pupils with mobility issues to ensure they can access off site locations.

Other Adjustments

Car parking: the school has two parking permits which would allow parents of pupils, parents or visitors with impaired physical difficulty to bring cars into Gray's Inn for the purposes of dropping-off and collection.

Lifts: wheelchairs can fit in the passenger lift.

Fire Precautions: there is an audible fire alarm in all areas of the school. There is a refuge area for wheelchair users on each level of the main building. All Evacuation Chairs are regularly checked. The areas are marked with appropriate signage. The lifts should not be used in an emergency unless instructed to do so by the Fire Brigade. Members of staff will supervise the evacuation of the building. Personal Emergency Evacuation Plans (PEEP) will be drawn up as required.

Specialist chairs, desks and some equipment (e.g. writing slopes) can be provided at short notice in all rooms for pupils. Under new guidelines the school can be expected to make the reasonable adjustments necessary to accommodate needs of any individual affected by a disability.

Wheelchair users can access all rooms. Staff will move furniture to improve access where possible.

Wheelchair access is available at the main reception desk. Wheelchair matting has been installed in the main lobby

Reasonable adjustments to support those with visual impairments are in place. Examples include: i.e. large print documents, seating, protective eye wear. The school maintenance plan will take into consideration the need for a suitable colour scheme for installing window blinds to benefit pupils with visual impairment.

Arrangements can be made for assistance dogs in school.

A hearing loop is installed throughout the school and there is adequate signage. If a pupil required a portable hearing device such a system would be provided.

Individual care plans can be made for all pupils in the school who have a sensory impairment, visual impairment and/or hearing impairment.

Information Technology

The School Website and portal: we encourage the use of web browsers such as Chrome, Safari, Firefox, Internet Explorer and Microsoft Edge as they have excellent accessibility tools built in

The School System: Windows 10 Operating system and Office 2016/365

Current Accessibility features

- Windows Narrator – Read Text Aloud
- Windows Magnifier – Increase Size of Text and Images
- On Screen Keyboard
- Speech Recognition or Dictation
- Closed Captions
- Mouse Keys – Makes mouse easier to use
- Visual Accessibility Options – High Contrast, Colour, Screen Resolution

All pupils have access to IT to support their learning in the classroom. Some pupils will require additional hardware and software to meet their needs. Examples include physical keyboard for typing, reading pen, and/software such as speech to text software.

Action Plan: 1. Improving Curriculum Access

Target	Strategies	Timescale & responsibility	What will success look like?
All pupils to access learning provision within the classroom	<ul style="list-style-type: none"> ▪ Staff training on whole class SEND strategies ▪ Ongoing monitoring from SENDCo ▪ Liaise with external providers e.g SALT / OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations 	Ongoing Assistant Heads Teaching staff	All pupils have equal access to a broad and balanced curriculum All pupils will make progress
All school visits and trips to be accessible to all pupils	<ul style="list-style-type: none"> ▪ Risk assessments to ensure that all pupils including those with physical disabilities can access trips ▪ Ensure venues and means of transport are vetted for suitability ▪ Ensure staff are fully briefed with regards to children with SEND 	Ongoing EVC Assistant Heads Teaching staff	All pupils are able to access learning outside of the classroom
To use the school's tracking system to: <ul style="list-style-type: none"> • monitor and evaluate the progress of pupils who have identified need. • To identify those who may need further support 	<ul style="list-style-type: none"> ▪ Refine the recording of monitoring grids. ▪ Identify pupils who appear to be underperforming ▪ Discuss support with form teachers to determine whether further support is required. 	Assistant Heads Teaching staff	All pupils will make progress
All children can take part in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> ▪ Review whole school events and ensure they can be adapted to include all pupils ▪ Review clubs to ensure they are fully accessible to all learners 	Deputy Head Assistant Head Pastoral Teaching staff	All pupils are able to participate fully in the wider curriculum / co-curriculum offer Staff are confident in making adaptations to their activities / plans to ensure all pupils are able to access

Action Plan: 2. Improving Physical Access

Target	Strategies	Timescale & responsibility	What will success look like?
To be aware of the access needs of disabled children, staff, parents / carers and visitors	<ul style="list-style-type: none"> ▪ Staff aware of access issues ▪ Create access plans for individual pupils as part of the SEND process ▪ Ensure staff and governors can access areas of school used for meetings ▪ Annual reminder to parents and carers through the back to school newsletter to inform the school if they have any access needs ▪ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	<p>As required</p> <p>Assistant Heads</p> <p>Head</p>	<p>SEND objectives are in place for disabled pupils and all staff are aware of pupils' needs</p> <p>All staff and governors are confident that their access needs will be met</p> <p>Parents / carers have full access to all areas of the school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
Ensure there are enough fire exits around the building that are suitable for a person with a disability	<ul style="list-style-type: none"> ▪ Daily health and safety checks of the school and its surroundings ▪ Ensure staff are aware of the need to keep fire exits clear 	<p>Daily</p> <p>Facilities Manager</p> <p>Head</p>	<p>All disabled personnel and pupils have safe exits from school</p>
Whole school evacuation	<ul style="list-style-type: none"> ▪ Ensure all children with physical disabilities can be evacuated from the building in the event of an emergency ▪ Ensure all staff are aware of their responsibilities in such an event ▪ PEEPs written and regularly reviewed 	<p>Annually, and as new children join the school throughout the year</p>	<p>All physically disabled persons can be safely evacuated</p>

The Bursar will be responsible for implementation of the plan and will report annually to the Board at the December meeting.

