



Glebe Junior School

Disability Equality Scheme

and

Accessibility Plan 2023-26

**(Updated July 2023 – Governors
September 2023)**

Date	Approved by	Minute Number
16 June 2020	Full Governors	FGB05/06/20
25 September 2023	Full Governors	FGB06/09/23

Introduction

Glebe Junior School is committed to providing a full, inclusive curriculum for all students and for all students to feel valued. We want all our students to achieve their full potential academically, emotionally, physically and spiritually.

The Governing Body recognises its responsibility under the Equality Act 2010. As part of the Equality Act, a combined public authority duty was introduced from April 2011 which covers protected characteristics. These include:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex and Sexual Orientation

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 as:

“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 to day activities”.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to fully participation in the school community for pupils and perspective pupils with a disability.

Principles

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy and the operation of the school’s SEN policy. The school recognises its duty under the DDA as amended by the SENDA

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties governors and staff will have regard to the Disability Rights Commissions Code of Practice.

The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents and child’s right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adapted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Accessibility Plan Elements

The plan has three interlinked elements:

1. Increasing the extent to which disabled students can participate in the school curriculum by:

- Providing for all students a curriculum which is appropriate to their needs.
- Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.

2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services by:

- Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities (impairments).
- Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.
-

3. Improving the provision of information in a range of formats for disabled students by:

- Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented and revised as necessary on annually.

Attached is a set of action points showing how the school will address our priorities.

Linked Policies

This plan will contribute to the review and revision of related school policies

- School development plan
- Staff Training plans
 - SEND and Inclusion policy
 - Equal Opportunities policy
 - Curriculum Planning
 - Site Security Policy

CHECKLISTS TO SUPPORT NEEDS IDENTIFICATION

Identification of Barriers to Access

Section 1 How does Glebe Junior School deliver the curriculum?	Yes	No
Do we ensure that teachers and TA have the necessary training to teach and support disabled pupils?	✓	
Are our classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs groups and whole class?	✓	
Are pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities ie forms of exercise in PE?	✓	
Do we provide access to computer technology appropriate to needs?	✓	
Are school visits made accessible irrespective of attainment or impairment?	✓	
Are there high expectations for all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

Section 2: Is our school designed to meet the needs of all pupils?	Yes	No
Does the size and layout of areas including all academic sporting, play, social facilities, classrooms, hall, library, grounds etc allow access for pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by stairs, doorways toilets etc?	✓	
Are pathways of travel around the school site and parking arrangements safe, logical and well marked?	✓	
Are emergency and evacuations systems set up and inform all pupils with SEN with visual and auditory components?	Check if vis nec	
Are non visual guides used to assist people to use building including lifts with tactile buttons?	✓	Lifts N/A
Are areas for pupil access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils?	✓	

Section 3 How does our school deliver materials in other formats?	Yes	No
Do we provide information in simple language symbols large print etc for those who may have difficulties – key SEN students who require additional visual aids have large print available, magnifiers and exam access arrangements in larger print. Visual timetables produced for key students, colour coding of areas of school to support movement around school.	✓	
Are parents provided with progress/data in different formats according to need?	✓	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities ie reading outloud, overhead projectors etc?	✓	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

Accessibility Plan for Glebe Junior School 2023-2026

This plan focuses on the removal of barriers for disabled pupils and to provide access to the life of our school for all pupils.

The DDA defines disability as:- ‘A physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities’

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995, (Revised in 2005) to cover education. Since September 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage, and
- To plan to increase access to education for disabled people.

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.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Glebe has identified its priorities through a variety of ways which together have helped to form and shape our plan for the next 3 years. In promote disability equality for disabled pupils, staff and parents; we aim to reflect the six elements in the DDA’s general duty, which are to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the DDA Act
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people’s needs, even if this requires more favourable treatment

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and **reported on annually**. Attached is a set of action plans showing how the school will address the priorities identified in the plan. We also consider updates from our L.A, the DFES, Specialist consultants (e.g. Fire) in order to shape our plan.

Steve Watson – Headteacher

Liz James – Business Manager

Ian Buchanan – Site Manager

Rachel Whelpton – SENDCO and Assistant Head

Point	Action	In Place		
		Yes	No	Staff Res
External:				
Are pathways into and around the school level or suitable for a wheelchair user and edges of pathways marked?	Summer 2023 – Relevelled front of school path and new tarmac – Path to 7 block resurfaced.		√	SWA IBU
Are pathways into and around the school well maintained and free of hazards e.g. leaves?		√		
Are all external and internal doors level or with ramped access?		√		
Are door security systems accessible to all?		√		
Do all external and internal doors have a clear colour contrast between the door frame and wall and door handle and door? Are handles and a door bell (where appropriate) at wheelchair user height?		√		
Do driveways and car access area have clear marked, designated crossing zones?		√	Front of Carpark not deemed school property.	
Is there designated parking for disabled drivers?	Repainted Summer 2023	√		
Can all students access the outdoor sporting facilities and are markings clear?		√		
Are all rails, bollards etc in high contrast colours?			√	IB
Moving around the school:				
Are steps highlighted with yellow or white non slip paint?	Repainted Summer 2023	√ - Needs renewing		IB SWA
Are risers on the steps also highlighted in contrasting paint?			√	IB
Is lighting in corridors and on stairs of good quality and even, not patchy?		√		
Can a pupil who uses a wheelchair move freely around the corridors and access all classrooms without encountering steps, stairs or clutter?		√		
Have all reasonable steps been taken to reduce background noise in corridors?		√		

If the internal environment is compromised by changes in levels can timetabling overcome these barriers without affecting the inclusion of a pupil?		√		
Are evacuation procedures are fire alarms accessible to all pupils in all areas of the school?		√		
Are door handles fitted at a height accessible to all?		√ - where listed building allows		
Are light switches at an appropriate height level for all children and in areas of low light are they able to be locked on or off?		√		
Wherever possible plain glass doors should be avoided. However where they are already they are marked at a variety of levels to improve visibility.		√- No plain glass doors.		
Is/are there accessible toilet(s) of a size to accommodate a changing couch and hoist (Derbyshire Standard)?		√ fitted into Ark block classroom – currently not in use but easily serviced should a stakeholder require the facility.		
Signage:				
Are doors labelled at a variety of heights (including at eye level) and accessible to all users?			√ - Not consistent across school	IB to check
Do toilet doors have clear accessible signs?		√		
Are signs of an appropriate size and in contrasting colours to doors?		√		
Is the language used in signs accessible and do signs have visual clues?	RW to audit and amend Autumn 2023		√ - not all have visual clues	RW
Classrooms:				
Do all classrooms used for practical subjects have: <u>Design Technology</u>				
<ul style="list-style-type: none"> • Integral adjustable height workstations • Hazard taping around machinery 		NA		
		NA		

<ul style="list-style-type: none"> equipment • Non reflective table surfaces • Plain and non-reflective flooring • Visual and auditory alarm system • Appropriate low cost • Adapted equipment? 		√		
		√		
		√.		
		√		
		NA		
<u>Food Technology</u> <ul style="list-style-type: none"> • Integral adjustable height workstations. • Hazard taping around machinery equipment. • Non reflective table surfaces • Plain and non-reflective flooring • Appropriate low cost adapted equipment? 		NA		
		NA		
<u>Science</u> <ul style="list-style-type: none"> • Internal adjustable height workstations • Hazard taping around machinery equipment • Non reflective table surfaces. • Plain and non-reflective 		NA		
		NA		
		NA		
		NA		
<u>P.E.</u> <ul style="list-style-type: none"> • Is there hazard taping around low contrast P.E. equipment e.g. benches. • Is lighting in sports of a high quality and are broken bulbs replaced quickly? • Is every effort used to reduce background noise. • Is flooring in the sports hall/gym non shiny? • Flooring • Appropriate low cost adapted equipment? 	KW SW to assess Autumn 2023		√ - Needs tape	
		N/A		
		√		
		N/A		
		√		
		√		
<u>ICT</u> <ul style="list-style-type: none"> • Integral adjustable height workstation. 				

<ul style="list-style-type: none"> Computers in glare free environment and away from direct sunlight. 		√		
<u>ART</u> <ul style="list-style-type: none"> Integral adjustable height workstations. Non reflective table surfaces. Plain and non-reflective flooring. Appropriate low cost adapted equipment? 		NA		
		NA		
		NA		
		NA		
Standard Classrooms				
Is an adjustable height desk available in all classrooms.	Monitor if needed purchase. At moment we have a range of tables at various heights		√ - will purchase if required.	
Are all whiteboards at an appropriate and accessible height?		√ steps provided Y3 if needed		
Are classrooms organised to give the disabled pupils easy access to their own specialist or adapted equipment?		√		
Are adequate sockets available in rooms for additional technology used by a child and in positions which will avoid trailing wires?		√		
Is there adequate space for the secure storage of additional specialist pupils equipment and materials?		√		
Are classrooms organised to give the disabled pupil easy access to classroom resources?		√		
Do you provide appropriate, specialist low cost equipment? E.g. talking microwaves; visual display; one handed whisk; word-processor?		√ - Yes when needed. Although NA at the moment.		
Is light controlled by anti glare film/blinds?		√		
Do you have sufficient soft furnishings (e.g. carpets/ rubber stoppers in the bottom of chairs / curtains / soft surfaces on tables) to reduce background noise?		√- Where needed		

Is contrast and clarity taken into consideration in the redecoration of room e.g. floor and walls/skirting board; door frame and wall.		√		
Is gloss paint avoided?		√		
Do you have low ceilings to avoid reverberation?		√- New	√ - Old- listed building Grade 2	
Do you check equipment you are buying for low noise e.g. heating systems and projectors?		√		
Other areas: Assembly Hall, Library, Dinning Servery and Hall, Gymnasium, Reception and Other				
Do these areas have: An accessible layout for all pupils (e.g. <u>space</u> , height of furniture)			√ - Old classrooms / hall very small listed building	
Moveable furniture to accommodate a wheelchair?		√		
Appropriate lighting levels (Controllable by blinds, lockable light switched etc)		√		
The best possible achievable acoustic environment limiting background noise and reverberation.		√		
<u>Actions Needed</u>	<u>When</u>	<u>Coordinator</u>		<u>Review</u>
1) Releveling of uneven paths and walkways (front of school and rear of 7 block).	Summer 2023	SWa/IBu		Summer 2024
2) Ensure that staff are aware of our hearing impaired children and a PEEP is created for them.	By end of September 2023	RWh		Annually (or as their needs change).
3) Access steps to all buildings/rooms/fields to be re-painted with high – vis/non-slip paint	Summer 2023	IB/SWa		Summer 2024
4) Low contrast PE equipment to be re-taped/refreshed with high- vis/contrast tape	Autumn 2024	SWA/KWA to liaise with LA & PE service man		January 2024
5) Staff to given more opportunity to disclose disability provision needs – include in update question a section to facilitate this.	By January 2024 – updated yearly	RW		September 2024
6) Repainting/Marking of Disabled Parking Spot.	Summer 2023	SWA/IB		Summer 2024

7) Raise annual awareness in annual curriculum planning, of the positive role/issues experienced by disabled people in society. Each year group use positive disabled role models in planning and when opportune.	By January 2024	RWh/LCo	July 2024
8) To give parents opportunity to disclose their own/child's disability through a confidential process – include with medical forms on entry and yearly updates	By January 2024	LJ RW	Reissued Annually
9) Open Kerb Borders contrasted in a high vis paint.	Summer 2023	IB/SWA to investigate.	Inspected again September 2024
10) All rooms to be labelled with words and visual clues if appropriate (at a visible height) as to their use.	By December 2023	RWh	Refreshed if needed annually.
1) Add contrast colour to the start of ramps.	2023-24	IB/SWa	Summer 2024
2) Railings to be repainted a high contrast colour.	2023-24	IB/SWa	Summer 2024