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Pocklington Junior School

Honesty, Engagement, Ambition, Resilience, Teamwork

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Accessibility Plan 2026/27

This policy is applicable to: Pocklington Junior School, as part of the Wonder Learning Partnership (WLP)

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At Pocklington Junior School, we are committed to ensuring equality of education and opportunity for pupils with disabilities, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Pocklington Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995. The Act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which pupils with disabilities can participate in the curriculum.
- Improving the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to pupils with disabilities.

This is explained on Page 29 of advice for schools on the Equality Act, published by the Department for Education (DfE).

Schools are required to resource, implement and review their accessibility plan, as necessary. This plan will be monitored and evaluated by the local governing body. The plan attached sets out the Governors' proposals for increasing access to education for pupils or students with disabilities.

Pocklington Junior School is committed to ensuring equal treatment of all its employees, children and any others involved in the school community who have any form of disability, and we will ensure they are not treated less favourably in any procedures, practices or service delivery.

We will not tolerate harassment of any person, whether a person with a disability or any form of impairment, or a child who is a carer of parents with disabilities.
The Governors are responsible for the implementation of the Accessibility Plan – including planned monitoring visits, reporting procedures and any budget implications.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on theEquality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice 2015, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces, in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Legal Requirements

Local authorities, schools and colleges are required to develop plans to improve access for children with disabilities by:

- Increasing access to the curriculum, by embedding inclusive practices in the classroom to help remove barriers to learning.

- Improving the physical environment of the school, for example by the use of ramps, handrails, adapting doors and emergency exits, toilets and washing facilities and the use of physical aids to help pupils or students gain access to education (such as custom-built furniture and ICT equipment).
- Improving the delivery of information that is provided in writing, for example, by providing alternative formats such as large print, alternative languages, Braille and audio tapes and CDs, signing systems and communication aids to be used in responding to individual pupils or student profiles, taking advice from the L.A's specialist services.

Disability and Pocklington Junior School

Pocklington Junior School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind, the school has put in place policies and procedures so that people with disabilities are not treated less favourably in the service, education or support they receive, than people without a disability. Meeting these requirements is consistent with the school's Equal Opportunities Objectives.

Access to this plan
This plan will be made available upon request to any current parent/carer or prospective parent who requests it; it is also available on our school website. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.
This plan will be shared with senior management and will inform relevant aspects of the school's development plan. It will also be made available to OFSTED inspectors upon request.

Supporting Policies
- Special Educational Needs and Disabilities
- Curriculum Policies
- Anti-bullying
- Educational Visits
- School Development Plan
- Health and safety policy
- Equality Information and Objectives

The role of a school as a service provider
Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers
When providing newsletters and information for parents and carers, we will try to make this information available in an accessible format. Additionally, events for parents and carers such as open evenings and meetings with teachers, will be held in accessible parts of the building.

Previous adaptations made to or around the school buildings
- There is an accessible toilet in the school building for use by those with a disability.
- Interactive whiteboards have been installed in all teaching rooms, as it is recognised that children with learning difficulties and problems with their sight, or who are partially sighted, find it easier to learn when teaching content is projected.
- Staff within the school who have required training to accommodate the disability needs of those they support, have volunteered for this so that children with educational, medical and personal care needs can gain access to the education provided.

- Accessible parking bays are available at the school.
- Cyclic servicing and maintenance is carried out on equipment to support those pupils or students with physical disabilities.
- Specialist equipment is provided on a needs basis for those who require it.

Making things happen

In order to ensure that action is taken to meet the Equality Act, Pocklington Junior School has drawn up an action plan to make things happen, which outlines how the requirements of act will be met.

Pocklington Junior School Accessibility Plan 2026-27

Objective	Strategy	Outcome	Timescale	Goal Achieved
Improving Access to the Curriculum **Current Good Practice:** Our school is committed to ensuring that all pupils can access a broad, balanced and inclusive curriculum. This includes: • Quality First Teaching adapted to meet individual needs • Differentiated learning activities and resources • Access to assistive technology where appropriate • Use of visual timetables, prompts and structured routines • Provision of reasonable adjustments for pupils with disabilities • Access to specialist advice from external agencies where required • Inclusive educational visits, enrichment activities and extracurricular opportunities • Staff training to support pupils with SEND and medical needs • Curriculum resources that positively represent people with disabilities • Curriculum progress tracking for all pupils, including those with disabilities • Effective target setting for pupils with additional needs • Regular review of the curriculum to ensure it meets the needs of all pupils				
Ensure all pupils can access the curriculum regardless of need or disability	Adapt teaching approaches, resources and learning environments to meet individual needs. Use assistive technology, reasonable adjustments and specialist advice where required.	All pupils are able to access learning, participate fully and make progress from their starting points.	Ongoing	Pupils with SEND and disabilities successfully access learning and make expected progress.
Maintain and develop staff expertise in supporting pupils with SEND and disabilities	Continue to audit staff skills, training and experience. Provide SEND training and professional development where needs are identified.	Staff are confident in identifying needs, adapting learning and implementing appropriate support strategies.	Ongoing	Increased staff confidence and improved outcomes for pupils with SEND.

Ensure curriculum resources and teaching approaches are accessible	Provide learning materials in alternative formats where required, including large print, visual supports, coloured backgrounds and technology-based adaptations.	Pupils can access learning materials effectively and independently.	Ongoing	Curriculum resources meet the needs of individual pupils.
Ensure educational visits and extracurricular activities are accessible to all pupils	Risk assess activities and make reasonable adjustments where necessary.	Pupils with disabilities can participate alongside their peers in all aspects of school life.	Ongoing	Increased participation and inclusion in enrichment opportunities.

Objective	Strategy	Outcome	Timescale	Goal Achieved
Improving Delivery of Written Information **Current Good Practice:** Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Availability of translated materials where needed. • Alternative formats such as audio recordings, coloured overlays, electronic copies or visual guides. • Ensure the school website meets accessibility requirements.				
Maintain the overall awareness in the staff of the importance of good communication systems	Advice and training as required	Staff demonstrate increased confidence in using accessible communication strategies to support pupils and families.	On-going	Increased effectiveness in meeting children's needs
Improved signage	Audit all signage for visibility to people with impaired sight	New/more signage	On-going	Signage that is informative, attractive and used by the disabled
To improve the written delivery of information provided to parents	Use facilities such as text readability analysis to ensure effective communication Support for parents with Literacy where needed.	Communication sent out to parents will be clear and without jargon. Parents will be able to access Literacy support where needed.	On-going	Parents are able to effectively engage in communication sent out from school.

Objective	Strategy	Outcome	Timescale	Goal Achieved
<u>Developing access to the physical environment of the school</u> **Current Good Practice:** The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Accessible parking bays • Accessible toilets and changing facilities • Regular accessibility audits of the site. • Review evacuation procedures (PEEPs) for pupils and staff with disabilities. • Ensuring classroom furniture and equipment meet individual needs				
Ensure that the school building is accessible for all and that children with impairments and disabilities can move around the site more freely.	Keep the classroom layout similar where children with disabilities require access so that they are familiar with the setting and can easily access all parts of the room.	Children will be able to move around the school freely, with less chance of any minor accidents occurring.	On-going	All elements of the school building will be accessible for all.
To ensure necessary staff are appropriately trained in physical handling and that staff mobility issues are addressed as necessary	Appropriate staff training or adaptations as necessary	Staff will be appropriately trained in physical handling Staff with mobility issues will have adaptations to their environment as necessary	On-going	Staff will be appropriately trained to handle immobile pupils Staff will be able to complete their work with ease due to adaptations made