



*We aim to be the school of choice at the heart of our community. Through living our Christian values, all children and adults at WCEJS have the opportunity to flourish as individuals.  
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

## **ACCESSIBILITY PLAN**

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Wendover Church of England Junior School plans over time to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Continue to ensure that access to the physical environment of the school is reviewed annually, or more frequently if deemed appropriate, with a view to maintaining the current fully accessible site. This covers any improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that they are as equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, booklets, letters and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Action plans are attached to this policy relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
5. We recognise that there is a need for ongoing education regarding disability discrimination, including training for staff and governors, in order to inform attitudes on this matter.
6. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Equal Opportunities and Diversity
  - Curriculum Subjects
  - Staff Development/CPD
  - Health & Safety (including off-site safety)
  - Inclusion
  - Special Educational Needs
  - Behaviour Management
  - School Improvement Plan

- Asset Management Plan
- School Website and Mission Statement
- Teaching and Learning Plans

7. The physical environment of the school has been altered to make it fully accessible. An annual audit will be carried out to ensure that current levels accessibility is maintained and/or improved over time.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to access".
9. The school website will make reference to this Accessibility Plan.
10. The Annual SEND Report (Local Offer) will make reference to this Accessibility Plan.
11. The school's Complaints Procedure covers the Accessibility Plan.
12. This Plan will be monitored and reviewed by the governing body through their Curriculum Committee and Personnel & Premises Committee as required.
13. The school will work in partnership with all interested stakeholders and will adopt in principle all relevant guidance issued by Buckinghamshire County Council.
14. This Plan will be monitored by Ofsted as part of their inspection cycle.

Date of next review: as required

## THE PHYSICAL ENVIRONMENT (Appendix 1)

We believe that our school and grounds are fully accessible for any person using the site. Access is reviewed during the termly health and safety site inspection which is carried out by the Headteacher, School Business Manager, H&S Governor and Caretaker. All actions resulting from the inspections are scheduled by the School Business Manager and Caretaker to ensure both access and safety. A review may take place at any time if the need arises and professional advice sought as deemed appropriate.

TARGET	COST
Ensure classroom furniture is arranged to allow easy access for all pupils/staff/ visitors	Nil
Ensure fire exits are kept clear at all times	Nil
Ensure classrooms and cloakrooms are kept clear of clutter at all times to allow free access for all users	Nil
Maintain markings to all external steps and changes in ground type to ensure visible to visually impaired pupils/staff/visitors	£100
Reconfigure traffic flow to the front of the school to make it safer for children and adults and to ensure sufficient access parking	Nil

## IMPROVING CURRICULUM ACCESS (Appendix 2)

TARGET	STRATEGY	OUTCOME	ACHIEVEMENT
To provide training for all staff on differentiating the curriculum to provide opportunities for all pupils to achieve to the best of their ability	Review staff training requirements through appraisal and regular monitoring	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Increased access to the National Curriculum Higher rates of pupil progress
To provide a broad and balanced curriculum accessible to all pupils	Review curriculum to ensure breadth and balance is reflected for all pupils	All pupils benefit from an accessible curriculum which is broad and balanced	Increased access to the National Curriculum
To provide training for teachers and teaching assistants to enable them to teach and support disabled pupils	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations, including involvement of professional partners as required	All teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning	Teachers and Learning Support Assistants are confident and competently meeting the needs of disabled pupils
To provide auxillary aids, computer technology and services to ensure all pupils can participate effectively	Review all resources and teaching aids to ensure appropriate access to resources	Pupils are helped to engage in the curriculum through the use of appropriate technology and resources	Increased participation rates for disabled pupils
All out-of-school activities are planned to ensure the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increased access to school activities for all disabled pupils
To ensure all teaching spaces are optimally organised to promote the participation and independence of all pupils	Monitor layout of furniture and equipment to support the learning process in individual class bases/ teaching areas	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Increased access to the National Curriculum
To provide training for awareness raising of disability issues	Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to access	Society will benefit from a more inclusive school and social environment
To provide training for staff, pupils and parents in the use of technology in delivering remote learning	Provide training and guidance as required	Staff, parents and pupils are confident to use technology to access learning and to communicate with each other	School is more effective in meeting the needs of pupils remotely Parents judge remote learning to be effective Audit of remote learning judges it to be good

## IMPROVING THE DELIVERY OF WRITTEN INFORMATION (Appendix 3)

TARGET	STRATEGY	OUTCOME	ACHIEVEMENT
To improve availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	Written information provided in alternative formats when required for individual purposes	Delivery of information to disabled pupils improved
To make available school prospectus, school newsletters and other information for parents in alternative formats as required	Adapt school publications and promote the availability in different formats for those who require it	School information available for all	Delivery of school information to parents and the local community improved
To review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials	School information available for all	Delivery of school information to pupils & parents with visual difficulties improved
To provide training for staff and parents on the importance of good, safe communications systems and the use of technology	Provide training and guidance as required	Staff are confident to use technology and systems to communicate appropriately with parents and pupils	Staff communicate with parents in a safe manner Parents receive timely communication and communicate with staff appropriately