



Accessibility Plan

Updated: June 2025

Update Required: June 2026

Introduction

The school recognises its duty under the DDA:

- 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

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum and EYFS 2020 frameworks, which underpin the development of an 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.

We are committed to giving all our pupils every opportunity to achieve the highest of standards irrespective of ethnicity, attainment, age, disability, gender or background. Our School's admissions policy is equally open to pupils of all groups.

Definition

A person has a disability if he or she has a mental or physical impairment that has a temporary or long-term adverse effect on his or her ability to carry out normal day-to-day activities. Disability in this instance also includes children with temporary or long-term conditions such as diabetes, epilepsy, asthma, or who have AIDs, severe disfigurements or progressive conditions e.g. Muscular Dystrophy.

Background

From September 2002, the Disability Discrimination Act 1995 (DDA) outlawed discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education. The new duties build on and complement best inclusive practice. One of the new duties is to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Statutory Responsibilities

Jordans School has produced an accessibility plan which is in keeping with the size of the school and the resources available to the school.

The attached plan details the areas that are required to be planned for:

- Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education

A school designed to meet the needs of all pupils

The school was built in 1944 and consequently has narrow doorways and corridors which make use of walkers, wheelchairs or other mobility aids difficult. Access to the main corridor and hall from the playground would require installation of a permanent ramp and handrail to enable full access. The interior of the school is accessible to all independently mobile pupils including the toilets.

Furniture is portable and could easily be rearranged in corridors to provide more room as necessary. Tables are grouped to allow individual or group work. Classrooms have been painted in pastel shades to provide an appropriate background for visually impaired pupils. Adequate light could readily be provided, or blinds in the library area could be utilised. Corridors and classrooms are carpeted to reduce background noise.

Delivery of the Curriculum

Teachers and learning support assistants have the necessary training to teach and support pupils with disabilities and specific training will be provided as required. Lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity. All pupils are encouraged to take part in music, drama and PE. There are high expectations of all pupils. Staff seek to remove all barriers to learning and participation. Resources are available to access IT for disabled pupils.

Teachers' risk assessment prior to school visits include provision for pupils with disabilities. Alternative ways of experiencing particular activities e.g. PE, will be planned in conjunction with the relevant healthcare professionals.

Resources

Additional Resources available from the following organisations:

RNIB www.rnib.org.uk Tel: 0845 766 9999

RNID www.rnid.co.uk Tel: 0808 808 0123

Centre for Accessible Environments www.cae.org.uk Tel: 0207 357 8182

Disabled Living Foundation (information on equipment) www.dlf.org.uk

Tel: 0845 130 9177

National Register of Access Consultants www.nrac.org.uk

Tel: 0207 234 0434

Disability Information Services www.diss.org.uk Tel: 01306 875156

Publications list

Designing for the Disabled: the new paradigm

Selwyn Goldsmith, Butterworth-Heinemann 1997

Buildings for all to use: good practice guidance for improving existing public buildings for people with disabilities

Sylvester Bone 1996

Personal Emergency Egress Plans

(A practical manual on how to ensure the safe evacuation of disabled people)

Northern Office Group 1993

BS8300: 2001 design of buildings and their approaches to meet the needs of disabled people
Code of practice

Previous Work (past 7 years)

Targets	Strategies	Outcome	Timeframe	Person responsible	Goals achieved
Redevelop main entrance to include disabled toilet	Carry out survey of work necessary, brief architect for drawings, obtain quotes.	Main entrance access improved.	September 2019	Headteacher/ Buckinghamshire Council	Complete – Bucks carried out the work in the summer of 2018. Accessibly bathroom now in place.
Ramped access to main building	Carry our survey of work necessary, and obtain quotes.	Ramps in place and improved access.	September 2020	Resources Committee	Portable ramp on site for occasional use. Ramp into Y1 classroom. Annually assess need and modify provision.
Break out space for children with sensory needs	Create a play space and separate work spaces in the hall and library.	All children have learning spaces and learning break spaces to meet need.	June 2024	SENDCo	Spaces have been created and are in use to meet Special Educational Needs.

Accessibility Action Plan 2024-2025

Targets	Strategies	Outcome	Timeframe	Person responsible	Goals achieved
Quieter Playground space for children with sensory needs.	Apply for grants to redevelop the end of the playground.	The children with sensory needs/behaviour challenges / SEN have a resourced quieter space on the playground enabling them to be fully included in playtimes without the need to come back into the building at breaks, separating from the other children	July 2025	SENDCo / Headteacher Resources Committee	Outside: Sheltered end of playground space in place. Astro turf mat and boxes of resources – lego, cars, Knex put out daily. Inside: Library space is open daily with a reading area and colouring on offer for any child wishing for a quieter playtime space.

Accessibility Action Plan 2025-2026

Targets	Strategies	Outcome	Timeframe	Person responsible	Goals achieved
<u>Access to Written Information</u> To provide information to parents in a clear and easily accessible format.	-Audit and review the content and format of presenting information to carers and parents. -Research the current thinking and landscape regarding communication to parents, the psychology behind how information is read and how best to present information. -Where required, adapt, edit and format accordingly. -Consider website, newsletters, school letters, Google Classroom, permission and payment systems.	All parents, regardless of literacy levels can access the information clearly, including those with dyslexia. All parents can retrieve dates and information quickly and easily, helping them to support their child's learning effectively.	By July 2026	Headteacher Class Teachers Secretary	