

Accessibility Policy



Author: SM
Approval: Spring 2023
Approved By: HT
Review: Spring 2024

Statement of intent

This plan outlines how Connaught Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

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Deputy Headteacher: Mrs K Saunders

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- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

2. The Accessibility Audit

The governing board will undertake a bi-annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Connaught Junior School has adopted this accessibility plan in line with the school's **Inclusion Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit.

This accessibility plan forms part of the school's SEN Information Report and shall be published on the school's website.

Our **Inclusion policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **TAMAT Equality Statement** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **Inclusion Policy** for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant time-scales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated every three years and reported to the governing body. Specific further information regarding access to the school for people with physical disabilities is below in Part 2 of this plan.

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Priority area	Outcome	Actions to Achieve and Time Scale	Lead	Resources
To ensure that all of our policies meet Equality and Diversity Impact Assessment (EDIA) process and developed and improved on an ongoing basis.	Policies meet EDIA	Report Published Annually by Autumn and ongoing	Governors	
To ensure that our The TAMAT Equality Statement is fully reviewed and revised every three years.	Policy reviewed and adhered to by all staff.	Central team monitoring is on-going	Central team	
To continue to strengthen monitoring and feedback systems in relation to gender equality. Strengthen analysis of information and processes for reporting on monitoring and feedback.	Improved monitoring and feedback systems to give more focused and robust analysis of gender in relation to performance.	Further analysis made of statistical information from end of KS assessment and termly progress meetings Reported to Gobs Also look at participation in sport.	SLT and Leaders PE Leaders Line Managers	Leadership time Inclusion Leader time LAB
Conducting EDIA on new and existing policies and major service changes in line with legislation	All new policies appropriately impact assessed for gender equality Rolling programme in place to undertake impact assessments on existing policies and with a process for review	Policies reviewed & updated in line with the Gender Equality Legislation	SLT and Governors	SLT time Staff meeting time LAB

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Flexible working patterns	Ensuring every employee will be given the opportunity, where possible and subject to service needs, to work in a flexible manner. Flexible working will be open to males and females alike.	All applicable policies e.g Leave of Absence; Recruitment and Retention monitored and reviewed & staff informed. Governors applied to for Flexible working, currently set at two job shares.	Deputy / Admin	
Reducing the educational attainment gap between boys and girls.	Use findings from tracking to reduce attainment gap between boys and girls	Clear understanding of gender issues and actions in place and analysed termly from PPM	SLT Inclusion Leader AHTs/HoY	
Future Questionnaires to parents include reference to Gender Equality issues	Stakeholders views taken into account to implement future School Development Plans	Parental questionnaire established & results analysed	SLT/Gov	
Ensure procurement addresses gender equality issues	External organisations providing services (e.g catering service) to the school are aware of their responsibility as a result of the duty	Liaison between school & service providers on-going. Bi-annual check by Governors	Admin Team	
The school maintains regular proactive consultation with its stakeholders	PTA aware of new legislation & their policies and procedures reviewed accordingly	HT monitors PTA provision to ensure it complies with updated Gender Equality Legislation.	HT	
All staff have received regular training to deal effectively with racist and	Racist and homophobic incidents are recorded and responses are	Staff audit New staff induction Re-visit to raise ALL staff awareness & log kept updated	HT/SLT	

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homophobic incidents, harassment and bullying.	monitored for their effectiveness.			
Governors and SLT monitor and have an action plan for recruiting, selecting and retaining people from underrepresented minority ethnic and social class groups, or people with disabilities at all levels in the school	Audit from governors identifies whether teaching & non-teaching staff fairly represent the demographic profile of the local community &/or national population.	Resources audit composition of staff annually & recruit as appropriate. Staff are asked to disclose ethnic origin at application stage.	SLT/ LAB	
One member of the recruitment panel have received high quality equal opportunities employment training.	Advertisements and recruitment packs illustrate that key features of equal opportunities training have been applied.	All courses attended that include reference to updated employment legislation. Gov's new to selection panels receive briefings/ attend courses.	SLT	All involved in recruitment, selection and training receive high-quality equal opportunities employment training
Governors and all staff know their responsibilities under relevant legislation	All staff & Governors aware of roles and responsibilities in regard to new legislation ~ Policies & practice	Govs Agenda item & Staff meeting time (CTs, Admin, TAs etc) to update. New staff induction	SLT	Governors and all staff know their responsibilities under relevant legislation
Governors & SLT continue to have time for regular staff training on how to use target setting, grouping and resource allocation to ensure progression for all pupils,	Regular monitoring of admissions identifies children with a committed training time allocated on the achievement/progress of ethnic/language minority and Traveller pupils, and other vulnerable groups	Review of priorities for SDP as necessary. Staff meeting time allocated. Links to CPD/ targets	Govs / SLT	Governors & SLT have allocated adequate time for regular staff training on how to use target setting, grouping and resource allocation.

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aimed at closing the attainment gap.				
To provide more opportunities for children to work with adults and children of different ethnic backgrounds	Children have practical experience of mixing with people of other backgrounds and have a positive role model.	Annual proactive outreach to visitors from different backgrounds to work in school, talk in assemblies, volunteers, etc... Staff time to look at curriculum.	SLT	Time to review curriculum, assembly themes
The Governing Body takes active steps to be representative of the local community	Governors plan for recruitment from unrepresentative groups.	Maintain Link Governor	Chair of Governors	
Governors operate a robust system for monitoring patterns of admissions, exclusions and curriculum participation	Standing committee item on committee & whole governing body agendas.	Exclusion patterns, curriculum participation monitored termly including mobility. Governing body agenda item	HT/SLT Admin Chair of Govs	Resources committee
Target-setting, grouping and resource allocation are used to ensure progression for all pupils, aimed at closing the attainment gap	Continue high expectations for all pupils. Tracking arrangements in place for individuals and groups, taking note of disability & diversity e.g. EAL, Traveller children etc	To monitor existing tracking arrangements to include disability and diversity. Inclusion leader reports back to LAB on progress of vulnerable groups each term.	SLT/ Inclusion Leader	
New Curriculum overview actively contributes to the development of pupil's sense of identity through	Monitoring of new Curriculum over-view. RE curriculum /Acts of Worship continues to include opportunities to	Monitoring schedule in place – then ongoing reviews particularly for RE & PSHE	SLT Curriculum Teams LAB	Jigsaw PSHE Programme

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knowledge, understanding of diversity.	present a balanced view of faith communities through visits/visitors. In Citizenship pupils explore a sense of personal identity and belonging within the local, national & global dimensions.			
Planning and teaching are based on high expectations & learning approaches maximize the participation and interest of all pupils. Using Growth Mindset/ Leader in me/Jigsaw gives all children the tools to do well.	Monitoring of Teaching and Learning indicates an appropriate match of teaching to the needs of different groups e.g. boys, girls, EAL, visually or hearing impaired pupils.	New staff induction includes briefing of class make-up. Staff meeting briefings, include raising awareness of children with diverse needs. Lesson planning considers diverse needs	HT/SLT LAB	
Review PSHE scheme of work and RSE to ensure age appropriate knowledge and understanding is included.	Children will have age appropriate awareness and understanding. Using 'gay' as a derogatory word will be eliminated. Look at Surrey model PSHE and RSE policy and Jigsaw Programme.	Monitor behaviour, review Behaviour policy and CPD with all staff	KC/KW PSHE Behaviour Wellbeing	
Access to learning areas for wheelchair users or those who are ambulant disabled.	Establish ramps from external access points. Ensure corridors remain free from debris blocking access (eg coats)	Review new intake every Summer or sooner if required	HT LAB Admissions Officer	Cost of ramps
Access to all areas of school and	Ensure Disclaimer is displayed by office,	Sitemanager monthly H&S	HT H&S Governor	

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curriculum for all visitors	explaining that visitors should declare their disability either prior to or on arrival so that we can ensure they are escorted and supported to access the school. Work with multi-professional teams to gain advice and support.	check and termly governor check keeps accessibility issues as an agenda item to discuss / consider as part of H&S.	Site manager	
Access to curriculum for children, governors and staff with a hearing impairment	Ensure ceiling tiles meet acoustic standards Differentiate curriculum and provide additional adult support through allocation of SEN funds, employing specialist teachers (eg signers) if necessary.	Already provide for this through allocation of SEN budget, provision map and IEPs	HT/SLT/ Inclusion Leader LAB	

Other School Policies we have used our existing school policies and documents to inform our Equality Statement and Accessibility Plan.

These include:

- School Development Plan
- Inclusion Policy
- Teaching and Learning Policy
- PSHE Policy
- Anti-bullying Policy
- Behaviour Policy

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

SEND Governor

Date:

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Headteacher **Date:**

Inclusion Leader **Date:**

This document will be reviewed *[every three years]*

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Part 2
This part of the plan draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in July 2002, together with information from the Equality Act 2010 and "Making Surrey Schools Accessible", published by Surrey County Council in June 2004. This plan is intended to assist in auditing the existing provision and access arrangements of the school, and question whether improvements are necessary to allow all pupils to engage in the full curriculum. It is not exhaustive but actively questions how the school can improve on current arrangements. This plan is drawn up and agreed by the Headteacher, Inclusion Leader, School Business Manager, staff and governing body.

- The plan Part 2 concentrates on 3 main areas:-
- a. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
 - b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
 - c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a. He or she has a physical or mental impairment
- b. The impairment has a sustainable and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Identifying Barriers to Access

Physical Access

Area	Current Status	Potential Issues	Actions which would be required
The layout of areas allows access for all pupils including easy movement of wheelchairs, such as: Academic areas: eg, classrooms, main hall, library Sporting areas: eg, main hall, outdoor sporting facilities Social areas: eg, dining hall, reception, playground, field			
Main building – access through front doors	Front steps have a handrail and painted steps for those with visual and mild physical impairment.	Access for wheelchair users and those with severe physical impairments are hampered by steps.	Would require a wide permanent ramp across the grass to the left of the front entrance to allow access to wheelchair users. Fire risk assessment carried out.

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Main building – ground floor - Reception area to upper school	Fully accessible once inside.	Several sets of swing double doors	Would perhaps require mechanisms to allow independent wheelchair users to open & close doors. Fire risk assessment carried out.
Main building – Year 3 area	Partially accessible – half of classrooms are on one level. External doors lead to steps to playground. Route through the school and out the Year 5 doors enables wheelchair users to access the playground. Two Year 3 classrooms are down steps. Year 3 toilets are down steps.	Exits from Year 3 area to outside have stepped exits. Nearest exits from Year 3 classrooms both have stepped exits. Movement between classrooms could be difficult. Movement to nearest toilets difficult.	Stair lift/transporter may be required to move wheelchair users. Surrey Audit identified steps as too narrow to fit a lift. May not be suitable for some wheelchair types. Steps are steep and ramp exit gradient could be too steep. Access to playground through Year 5 doors in upper school. Temporary ramp required. Disabled toilets are accessible but further away in the school. Fire risk assessment carried out.
Main building – Year 4 on first floor Computer suite on first floor.	Not accessible	Two sets of stairs to access first floor. Currently no disabled toilet upstairs. Fire exit is an outside staircase.	Outside lift would be required. Surrey Accessibility Audit indicates that staircases are not wide enough to fit stair lift. Fire risk assessment carried out.
Main hall	Partially accessible	Two sets of stairs to access hall or side door leading out to grassed area with temporary ramp.	Surrey Accessibility audit indicates that neither stairs will fit a stair lift. Wheel chair access via carpark, around the side of building and across grass. A path would improve access.

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			Fire risk assessment carried out.
Other areas			
Accessible toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.	Accessible toilets are available in upper school.	Lack of appropriate equipment	Hoists and changing beds may need to be installed.
Pathways around school are safe, if a little bumpy in places. Parking arrangements are logical and safe.	Paths and steps are well maintained.	Not all outdoor areas are fully accessible to those with limited mobility. Sports courts are accessible but surface is bumpy.	Some changes to outside areas might be required for people with some limited mobility.
Emergency and evacuation systems inform all pupils.	Auditory Alarms throughout the building.	Alarms are auditory only.	Flashing alarms may need to be installed. Fire risk assessment carried out.
Tactile signs, including lifts with tactile buttons help disabled learners to use the building.	No lifts and no tactile buttons or runners.	Lack of appropriate resources.	May need to consider tactile signs and buttons for any learner with a visual impairment.
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Signs are easy to read. School is decorated in neutral colours.	Displays can be brightly coloured.	Some aspects of decor may require adjustment for certain impairments.
All areas are well lit.	School is generally well lit internally. More outside lighting is required. Flood lights can be turned on if required.	Adequate internally.	Some changes could need to be made to further help those with visual impairments. Outside lighting improvements to be considered.
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Classrooms are well insulated for noise. Hearing impaired pupils are equipped with aids and teachers wear amplifier loops.	Noise levels may be a problem in Steam Lab, the pottery room and the dining hall/main hall or in corridor areas.	Ear defenders may need to be supplied to children. Screens may be needed to reduce noise levels in some areas.

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<p>Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc</p>	<p>Adjustable chairs etc available for staff. Specialist height adjustable seats and tables available in school for pupils with physical impairments. Wobble cushions available for pupil comfort.</p>	<p>Some children with particular disabilities may be uncomfortable.</p>	<p>Adjustable tables and chairs may need to be provided for certain physical impairments.</p>
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Curriculum Access

Area	Current Status	Potential Issues	Actions which would be required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Teachers are up to date with relevant training.	Pupils may join the school with conditions which are new to the staff.	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.
Classrooms are optimally organised for disabled pupils.	Classrooms are organised to suit current cohort.	Mobility around some classrooms could be hindered by current layout.	Changes to layouts might be required to suit some disabilities. Fire risk assessment carried out. OH advise sought.
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Lessons are varied to suit class needs.	A pupil's needs are not being met.	Additional training for relevant staff. OH advise sought.
All pupils are encouraged to take part in music, drama, and physical activities	Wide range of class and extra-curricular activities available to all.	A pupil's needs are not being met	Activities may need to be further adapted. OH advise sought.
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia.	Up to date training ensures staff manage disabilities appropriately. Health plans are written and shared to address individual cases. All powerpoints/notebooks are on coloured backgrounds using agreed font to be dyslexia friendly. Services of STIPS and EP provide wider school advice.	A pupil's needs are not being met	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.

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Pupils with a disability who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport.	Up to date training ensures staff manage disabilities appropriately.	A pupil's needs are not being met	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils.	ICT equipment is currently up to date for current school cohort. iPads available for children who cannot access to ICT suite.	A pupil's needs are not being met	Further additions may be required for certain disabilities.
School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment.	School visits are designed to be open and accessible to all members of the current cohort. Risk Assessments consider any additional needs of vulnerable pupils. Advice sought from OEA (Alternative Provision)	A pupil is not able to access the trip.	Further action may need to be taken to ensure visits are open to those with disabilities.
All staff have high expectations for all pupils.	Expectations and targets are set by staff in liaison with Inclusion Leader to ensure pupils are being suitably challenged within their achievable limits.	A pupil may not be making expected progress from their individual starting point.	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.
All staff strive to remove barriers to learning and participation.	Up to date training ensures staff manage disabilities appropriately.	A pupil's needs are not being met	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.
All staff strive to remove barriers to learning and participation.	Dedicated ELSA and Mental Health First Aider provide support for children with mental health and anxiety who may struggle to access the curriculum and social side of school.	A pupil's needs are not being met	Further training may be required under the umbrella of safeguarding to allow teachers and TAs to fulfil their duties working with some certain disabilities.

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Accessibility Policy

Information Access

Area	Current Status	Potential Issues	Actions which would be required
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	Up to date training ensures staff manage disabilities appropriately.	A person's needs are not being met.	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size.	Allowances are made for pupils requiring different colours of paper, styles of font etc. eg formal assessment capture. Outside communication via letter/parentmail in a standard format.	A person's needs are not being met.	Further adjustments may need to be made.
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Fulfilled for children. As needed for parents.	A person's needs are not being met.	Further adjustments may need to be made.
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using whiteboards/Powerpoint presentations etc.	Fulfilled	A person's needs are not being met.	Further adjustments may need to be made.

Headteacher: Miss S McGann

Deputy Headteacher: Mrs K Saunders

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Registered number: 0856427 Registered Office: c/o Windlesham Village Infant School, School Road, Windlesham, Surrey, GU20 6PB

Connaught Junior School, as part of TAMAT, is committed to safeguarding and promoting the welfare of children.

Accessibility Policy



Author: SM
Approval: Spring 2023
Approved By: HT
Review: Spring 2024

Suggestions for Improving Access to Connaught Junior School

Physical Access

Long Term

Targets	Strategies	Outcomes	Time Frame	Achieved
To review regularly as part of the LAB Terms of Reference, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities.	To track progress against original audit information.	Suitable physical access to the school for staff, pupils, parents and others.	Ongoing	Ongoing
Regular review of premises.	To ensure accessibility status is up to date with regards to both state of school and current cohort. Pursue grants for accessibility resources, eg, external lift, permanent ramps, etc	Suitable physical access to the school for staff, pupils, parents and others.	Ongoing	Ongoing

Curriculum Access

Long Term

Targets	Strategies	Outcomes	Time Frame	Achieved
To review regularly and at least annually as part of the Provision Mapping, all staff, TA and Inclusion Leader training to ensure it is up to date with current guidelines and practical for current cohort.	Training log to be maintained.	Up to date training ensures staff manage disabilities appropriately.	Ongoing	Ongoing

Medium Term

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Targets	Strategies	Outcomes	Time Frame	Achieved
To review regularly and at least annually as part of the Provision Mapping, all staff, TA and Inclusion Manager training to ensure it is up to date with current guidelines and practical for current cohort.	Audit skills and competencies of teaching staff, identify teachers to benefit from training in differentiation by teaching and learning style.	Up to date training ensures staff manage disabilities appropriately.	Ongoing	Ongoing

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