



West Byfleet Junior School

Accessibility Plan

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

The purpose and direction of the school's plan: vision and values

At West Byfleet Junior School we are committed to giving all of our children, staff and visitors every opportunity to participate fully in the life of the school and to achieve their potential.

We take into account pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. West Byfleet Junior School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

Policy: Accessibility Plan
Nominated Staff Lead: Headteacher
Nominated Committee: C and L

Type: Statutory
Review cycle: Yearly
Date of Next Review: Summer 2025

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.
- Age

Identifying Barriers to Access (Checklist)

How do we deliver the curriculum?

Requirement	Requirements met/ partially met/not met
Are staff trained for all disabled pupils?	Requirement Met
Are classrooms organised for disabled pupils?	Requirement Met
Do lessons provide opportunities for all pupils to achieve well?	Requirement Met
Are lessons responsive to pupil diversity?	Requirements Met
Do lessons involve work done by individuals, pairs and groups?	Requirements Met A mixture of all types of lessons.
Are pupils able to take part in music, drama, sporting and art activities?	Requirements Met-Inclusive curriculum
Is there alternative provision possible for disabled pupils to access the curriculum?	Action on request and meet with external agencies
Are all visits including residential trips made possible for all pupils?	Risk assessments made and meet with parents to discuss full or part options.
Are there high aspirations for all pupils?	Met
Do staff seek to remove any barriers to learning?	Met

The main priorities in the school's plan:

We continue to take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

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The action plan ensures that:

- 1.The school draws on the expertise of external agencies to provide specialist advice and support.
- 2.The Inclusion Managers have an overview of the needs of disabled pupils.
- 3.There are high expectations.
- 4.There is appropriate deployment and training of learning support staff.
- 5.Successful practice is shared within the school.
- 6.The school works with partner schools.
- 7.Disabled pupils have access to extra-curricular activities

Physical modification to building

- New Entrance ramp
- New rails
- Internal lift to first floor
- All ground floor rooms one level
- Disabled toilets for adults and children on both levels.
- Evac chair for emergency evacuation
- Disabled access on minibus
- Automatic door to entrance of school with disabled button
- Risk assessments

Is WBJS designed to meet the needs of all pupils?

Requirement	Requirement met/partially met/not met
Does the size and layout of areas – including academic, sporting, play, social activities, classrooms, the assembly hall, lunch hall, library and outdoor sporting activities, playgrounds allow access to all pupils?	Requirements met
Can pupils use wheelchairs around school without barriers to access learning?	Requirements met- school has lift to access first level.
Are outdoor pathways safe around school?	Requirements met- Ramps to access sloping entrances
Are Emergency fire drills set up to inform SEN and disabled pupils?	Requirements met- Termly fire drills with specific attention to SEN and disabled pupils.
Are all areas well lit?	Requirements met- Indoor areas well lit with emergency lighting in place, sensor lights externally to light up areas during winter months.
Is furniture adjusted to fit specific needs?	Requirements met- SEN Team meet with relevant agencies such as OT to ensure all equipment in place for learning.

This policy should be read in conjunction with the SEND and Equality policies.