

THE JUDD SCHOOL ACCESSIBILITY PLAN

Policy dated: November 2018

Review date: October 2021

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

At The Judd School we are committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their cultural, educational, emotional, physical, sensory, social and spiritual needs.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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 the Equality 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](#), '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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. For example, if a student with a disability as defined by the legislation cited above were to join the school. It will be approved by the governing body.

Currently, the school considers that it is compliant with requirements for Accessibility and has no immediate actions. Training around supporting students with SEND is ongoing and under constant review.

Should a need arise for wider review, as outlined above, a new action plan will be drawn up.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy and the Risk assessments linked to individual students.
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report (called SEND at The Judd) and policy
- Supporting pupils with medical conditions policy

This policy has been agreed by the F&GP Committee and ratified by the Full Governing Body.

Signed: Signed:
Headteacher Chairman of Governors

Date: Date:

Review Date: October 2021



Identified Issue	Proposed Action to mitigate	Timescale & responsibility	Cost
Not all buildings (or floors) are accessible by wheelchair users – potential restriction on accessibility to curriculum.			
Cohen – Lower Ground, 1 st and 2 nd floors (Art inaccessible)	DT to be taught in Room C13 and C12 exclusively. Equipment to be moved in this event as necessary. Art – dependent on physical ability to participate in a full curriculum, otherwise supported to study outside of main lessons through 1-1 support, greater focus on techniques & drawing.	As needed – Premises As needed – need to be led/determined by HoD Art.	Indirect – time Time for 1-1 Add'l materials
RS Building – upper floor (RS)	RS to be taught in accessible classroom elsewhere		
Main Building - Upper Floor (Chemistry, History)	Chemistry to be taught in S16. History to be taught in accessible classroom elsewhere		
Student Support located upstairs in main building			
Inappropriate access to core functions of student support.	To be relocated to staffroom and surrounding area as part of refurbishment for SRP. Addition of full consideration of lighting and acoustics – treated as full SEN needs in build program.	Sept 19, KCC Project. Internal fit out with school.	£20k approx.
Sixth Form Centre/offices located upstairs in main building			
Difficult to access pastoral support and that of key support staff.	Relevant students to be issued with mechanism to contact staff electronically (eg. phone in new Student Support offices). Pastoral/support staff to arrange meeting in accessible area (eg. SRP). Study facilities to be provided within SRP accommodation.	As needed	

Other issues around accessibility to the normal activities the school provides would need to be assessed on a case by case basis against the needs of the individual staff member, parent or pupil accordingly.

