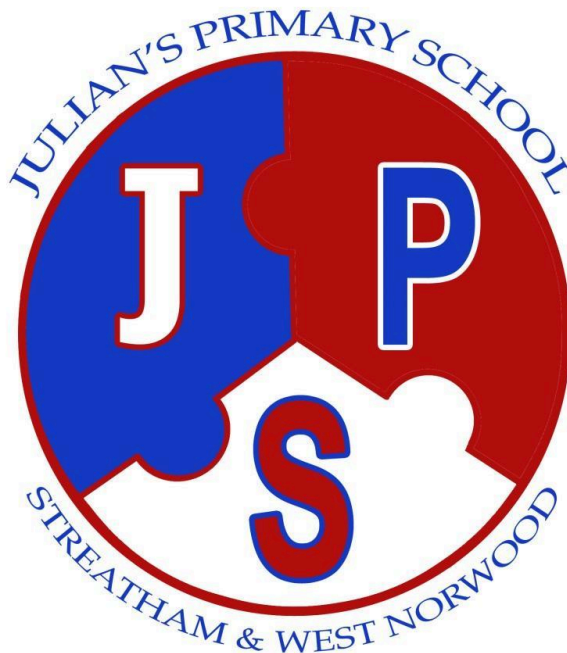


Julian's Primary School



Accessibility Plan 2025-2028

Approved by:	Alison Møller Executive Headteacher Approved by Governing Body	Date: 21 March 2025
Last reviewed on:	21 March 2025	
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Document Control

Change Record

Date	Author	Version	Change Reference
18/3/25	Izabela Wilinska	V1	New document created, based on existing accessibility plan

Distribution

Reviewers	Approvers	Distribution
Resources Committee	Resources Committee	All staff

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment

and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body.

At Julian’s Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Julian's Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents/carers, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Julian's Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers.

The Julian's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- **Increase access to the curriculum for pupils with a disability**, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- **Improve and maintain access to the physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- **Improve the delivery of written information to pupils, staff, parents, carers and visitors with disabilities**; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Julian's Primary School Accessibility Plan relates to the key aspects of the physical environment, and curriculum.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- SEN and Disability Information report

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which

remains the responsibility of the governing body.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee

The school will work in partnership with the Local Authority in developing and implementing the Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

1. Vision

Our vision is to remove barriers to learning and participation, provide an education that is appropriate to pupils' needs, and promote high standards and the fulfillment of potential for all pupils.

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

In order to achieve this, at Julian's we:

- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour

2. Aims and Objectives

2.1. Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils**

Our objectives are detailed in the Action Plan below

2.2. Current good practice

We aim to ask about any disability or health condition in early communications with new parents/carers. When children have identified needs we aim for a member of the inclusion team to attend home visits to assess children's needs before they start in Reception. Where needs are identified we also contact nurseries or previous schools to ensure a successful transition. Where children have complex needs these are recorded on Access Passports which are developed with parents/carers and regularly reviewed. Access Passports also include details of access strategies in place for that child and are shared with all relevant staff. For parents/carers of children already at the school, we collect information on disability as part of discussions with them during parent/carer evenings and termly access passport review meetings.

We ensure that all our vulnerable families, including those from diverse backgrounds, families whose

first language is not English, asylum-seeking families, and children who have experienced trauma or adverse childhood experiences, have fair and equal access to the curriculum. We are committed to providing the necessary support to help them achieve their full potential academically, socially, and holistically. In addition, we are a designated School of Sanctuary.

2.2.1. Physical Environment

Disabled pupils participate in extracurricular activities and despite the fact that some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs – efforts and reasonable adjustments are made to ensure that all children are included. The school, depending on the child's level of need, may request support from outside professionals.

We aim to ensure that the learning environment is always organised and clear of clutter and that it supports the needs of neurodivergent children. We use ASD and ADHD friendly strategies such as identical visual timetables, work stations, regulation stations and Zones of Regulation check-ins in all our classrooms.

We have two sensory rooms (one per site) which are used to support sensory needs and emotional regulation for all children. They provide a calming environment and support emotional well being and mental health.

2.2.2. Curriculum

Access Passports and differentiation are used to ensure that all pupils can access the curriculum appropriately. There are areas of the curriculum which present particular challenges for disabled pupils, for example: PE for pupils with a physical impairment. Children with speech and language needs, Autism or non-verbal children may find it very difficult to access teaching and learning. The school works with a wide range of external specialists to ensure all pupils get the support they need to access all areas of the curriculum. We use external specialists advice and recommendations, including Speech and Language Therapists, Educational Psychologist, Occupational Therapist, Lambeth Autism Advice services, Lambeth Hearing and Vision Impairment Services, to support children and maximise their access to the curriculum.

Pupils are prepared additionally for changes in routines and transitions by using social stories and transition booklets which are shared with children and families.

We have a high number of well being mental health support interventions including:

- Learning Mentor Support (1 per site)
- Two ELSA trained practitioners (1 per site)
- Mental Health Champions and Emotionally Available Adults
- Counselling
- Dramatherapy
- Access to mindfulness sessions in class as part of our PSHE curriculum

2.2.3. Makaton / Communicate in Print/Assistive Technology

In 2018, we introduced MAKATON (a language programme using signs and symbols to help people to communicate) to enable children with significant speech and language needs to communicate with peers and adults in school. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order) was introduced to support access for these children that have significant speech and language communication difficulties. Makaton is used across all year

groups. Makaton training was delivered to all staff in September 2018 and September 2019. Adults working directly with children who are unable to communicate verbally, are able to attend training if required.

We use Communicate in Print software to support instructions and enhance access to the curriculum across all EYFS and KS1 classes as part of our regular provision. Additionally, we use it to support children with additional needs, speech, language, and communication difficulties, as well as those with English as an additional language in Key Stage 2.

We use assistive technology to support writing for children with a high level of fine motor skills needs. We provide licenses to practice touch typing to enhance speed and fluency.

We provide CLICKER 8 software to identified children. This software helps children with Specific Learning Difficulties.

2.2.4. Pupils with Medical Needs

If pupils need to take medication while they are in school, then parents need to discuss this directly with the Head of School or the Inclusion Manager. Parents will need to fill in the *Administering Medication In School* document which they can obtain from the office. If medication needs to be administered,

Where children have a significant level of medical need and require special assistance, then it is advisable that parents obtain a health care plan from their doctor. The health care plan will help the school provide accurate information to members of staff working with children with medical needs. If a child has asthma or allergies, it is the parents' responsibility to obtain an asthma or allergy plan from their doctor so that correct information is passed on to the school.

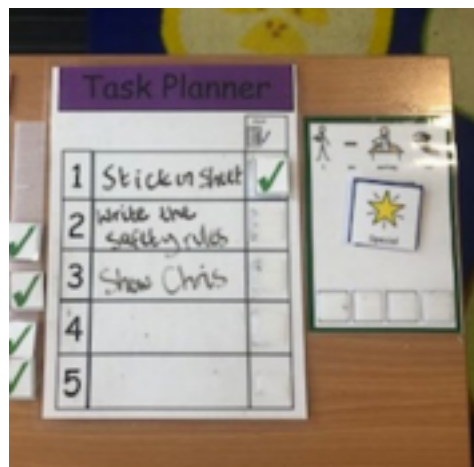
2.2.5 Pupils with Autism Spectrum Disorder

When a pupil receives a diagnosis of Autism, then a referral is made to Lambeth Autism Services so that additional support to the school can be provided by an Autism Advisory Teacher. The Autism Advisory Teacher will visit each site 2 to 3 times each term. What support is available to children with Autism at JPS:

- Visual support in the form of a personalised visual timetable and Task Planner
- Access to a personalised workstation if this is necessary
- Access to interventions such as Lego Therapy, Social Skills intervention, Emotional Regulation intervention
- Direct work with the Autism Advisory Teacher on what their diagnosis means
- Key adults working directly with the Autism Advisory Teacher (this can include whole school training delivered to staff)
- Use of Green and red choices and Zones of Regulation to support children with Autism develop their emotional literacy and support their behaviour

This is what the visual support system looks like at JPS:

Example of a Task Planner used in KS1

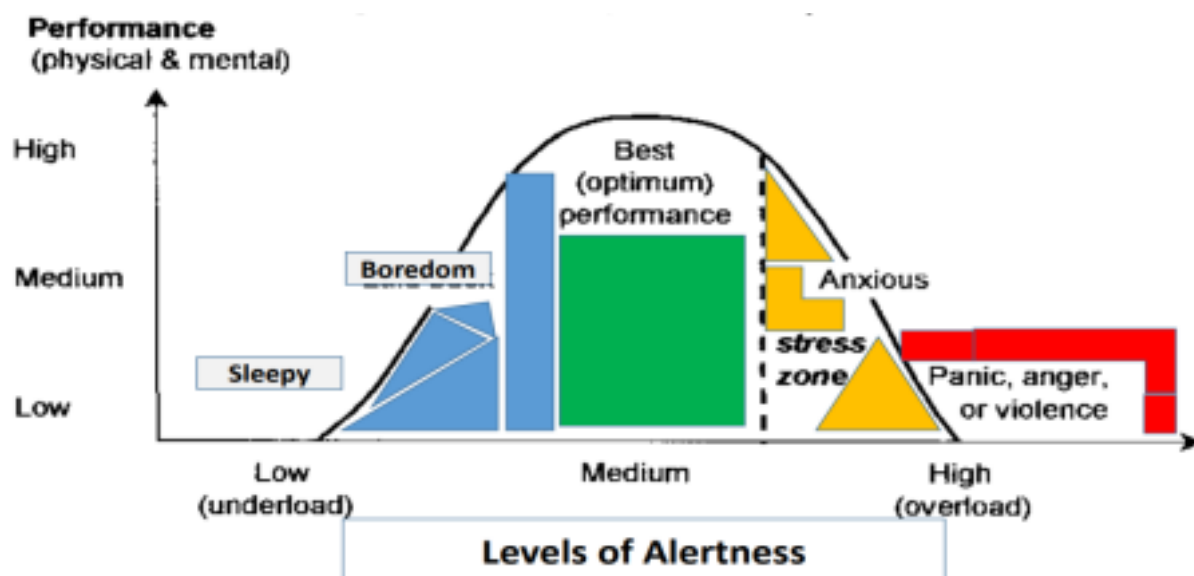


Example of a whole class visual timetable (with visuals removed when lessons have finished)



2.2.6 Behaviour for Learning

At JPS, we believe that children learn best when they are emotionally ready and alert. The graph below shows when children can perform best with relation to their emotional state.



At JPS, we use the zones of regulation to help our pupils develop their emotional literacy. The zones of regulation is a whole school approach to help children develop and manage their emotional literacy. It is not a discipline model, but helps children to understand their level of alertness and readiness for learning.

The Zones describe how our brain and body feel:

- Blue Zone – Body running slow, such as when tired, sick, sad, or bored
- Green Zone – Like a green light, “Good to Go!”
- Yellow Zone – Proceed with Caution & Slow Down!
- Red Zone – Extreme Emotions! out of control, trouble making good decisions, and must STOP

This is what the visual support system for the Zones of Regulation looks like at JPS:

Example in KS1

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Warried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Example in KS2



The Special Educational Needs Policy includes more information on the Zones of Regulation (pages 11-13)

2.2.7. Assistive Technologies and other outside agencies

Different forms of communication and recording of work are made available to enable all disabled pupils to participate in the learning and to be included in the classroom. When necessary, specialist software (CENMAC) which supports communication and writing, is available to disabled children. This is provided by the external agency- CENMAC. The school refers children with hearing and vision impairment to the corresponding Lambeth support services and ensures their recommendations are implemented.

We provide additional Chromebooks for children whose underdeveloped fine motor skills prevent them from expressing their ideas in writing. This equipment comes with additional software and touch typing licences.

2.2.8 Enhanced Learning Provision (ELP)

We introduced additional learning provision on both sites in 2024/25 as part of a strategic approach to SEND across the school. The ALPs provide personalised and adapted teaching to groups of children with Education, Health and Care Plans (EHCPs) and/or additional needs in Years 1 & 2 at West Norwood and Years 3 & 4 at Streatham. The ELPs are led by our Phase Leaders. The children receive targeted teaching in either or both core subjects (Maths and English) to better support their individual learning needs. It is important to note that they rejoin their respective classes in the afternoons for their wider curriculum subjects and activities such as PE and Music as appropriate. Our aim is to ensure that every child at Julian's receives the tailored support they need to thrive academically and personally. The introduction of these specialist teaching bases

is part of our ongoing commitment to providing a holistic education that meets the unique requirements of each and every one of our pupils.

3. Access Audit

The school consists of two sites: one in West Norwood and one in Streatham. West Norwood site is a three storey building with wide corridors and several access points from outside. The EYFS areas are all on the ground floor with wide door access to all rooms. The halls are on the ground floor and are accessible to all. There is a lift which can accommodate a large wheelchair. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage and one outside the Hall. All these are fitted with a handrail and a pull emergency cord.

The school has emergency lighting so that escape routes are clearly marked.

The building in Streatham is a three storey building with wide corridors and several access points from outside like the West Norwood site. The EYFs classrooms are located on the ground floor and there is access to all rooms. There is a lift that provides access to all floors and three disabled toilets, one on each floor. There is also a changing table with a shower on the upper ground floor. A ramp links the upper playground with the lower playground. The entrance to the reception office is accessible by wheelchair users and it has wide doors.

Wheelchairs can be folded and placed in designated areas outside the classroom, but parents are advised to discuss storage arrangements with the Inclusion Manager if their child needs to have a wheelchair in school.

4. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To liaise with Nursery providers and Early years SEND support team to review potential intake for Sept	To identify pupils who may need additional provision	Ongoing	HT EYFS teacher Inclusion Team	Procedures/equipment / adaptive teaching in place
	To continue reviewing all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To continue close liaison with parents/carers	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers Inclusion Team	Clear collaborative working approach
	To introduce bases on each site	Identification of key children Establish curriculum for each base appropriate to needs Review 12/24 and then 6 monthly	As of Sept 2024	Inclusion Team	

	To continue close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma, diabetes, epilepsy or mobility issues.	To ensure collaboration between all key personnel. To liaise closely with the school nurse. On-going training in asthma, diabetes, allergies, epipen, first aid etc.	Ongoing	HT TAs Inclusion Team Outside agencies	Clear collaborative working approach
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	To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist teachers; Advice from external agencies including EPs, OTs, Physiotherapists etc. CPD for staff and: • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy • Risk assessments to ensure access to all activities	Ongoing	Teachers INCLUSION TEAM Ed Psych OT, SALT Physio ASD outreach	Advice taken strategies evident in classroom practice. Disabled and sen children supported and accessing curriculum
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria

	To continue reviewing attainment and progress of all SEND pupils termly	INCLUSION TEAM/Class teacher meetings/Pupil progress Unified assessment system in place Alternative ways of assessment to be used for children working below national curriculum levels Regular liaison with parents Assessment for non academic progress in place	Termly	Class teachers Inclusion Team HOS	Progress made towards Access Passports targets Provision mapping shows clear steps and progress made Alternative assessment showing progress Qualitative data used (S&D questionnaires, annual reviews, play therapists reports, case studies)
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	To continue promoting the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) Wheelchair access Giving alternatives to enable disabled pupils to participate successfully in lessons Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
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LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum leaders/ Governors	All children making good progress.

	To deliver findings to the Governing Body	Standards and resources committee Governors meetings	Annual SEND Governor / INCLUSION TEAM meetings	INCLUSION TEAM SLT/SEND Governor	Governors fully informed about SEND provision and progress
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Improve physical environment of school environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT Premises staff	Enabling needs to be met where possible.

	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non teaching staff	Lively and inviting environment maintained. SEND needs taken into account in creating the SEND friendly environment
	Ensuring all children who have a disability are able to be included	Create access passports for individual disabled children Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be reviewed each term	Teaching and non teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent/carers interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Inclusion Team Class teachers First aiders School nurse Occupational health	

	Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	Disabled parents are encouraged to be actively involved in all aspects of the school life.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with schools in South Lambeth Schools Partnership Authority and the wider Lambeth community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Lambeth and the world and their needs Improved community cohesion
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach Inclusive	play areas.

	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents/carers via safety messages /letters/walk to school week Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator SLT	No accidents
	To obtain a Green School accreditation	Continue to work towards Green School	Ongoing	Whole school approach A	

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To ensure that parents/carers with hearing impairment, visual impairment or having English as an additional language can access school information	Regular communication with parents/carers Interpreter provided for parents' eve/annual reviews Various ways of communication information (use of IT, printed handouts, meetings, phone calls)	Ongoing	Class teacher SLT Admin staff Inclusion Team	Two way communication in place.

	To ensure all children with ASD have access to the curriculum	Regular parental communication through access passport reviews Individualised teaching strategies used for ASD children. CPD training provided to teaching and support staff	Ongoing	Partnership work with Autism Advisory Service and SaLTs All staff to be aware	ASD children are able to access the curriculum.
	To enable improved access to written information for pupils, parents and visitors.	Use symbol software to support learners with learning / reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	Ongoing	Admin staff /SLT	All, pupils, parent's /carers and visitors are able to access written information

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MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's access passports ensuring school's awareness of any disabilities	Information collected about new children. Access passports passed up to each class teacher.	Annually	Class teachers Outside agencies SLT Inclusion Team	Each teacher/staff member aware of disabilities of children in their classes
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To continue developing children's knowledge and understanding of neuro diversity	Assemblies and PSHE lessons about neurodiversity Celebration of differences	Continual review and improvement	Class teachers Inclusion Team SLT	Effective communication of information about disabilities throughout school