



Jewell Academy
Bournemouth
an Aspirations Academy

Accessibility Plan

Date of last review:	September 2020	Review Period:	3 years
Date of next review:	September 2023	Owner:	Alex Waddington
Type of policy:	School	SCDB or Trust Approved:	SCDB

Introduction:

Jewell Academy is an inclusive community where the wellbeing and progress of every child is prioritised. We work in partnership with all members of our community and everyone is valued.

It is our aim that everyone in the academy is given an equal opportunity to learn and make progress with individual needs given careful consideration.

As an Aspirations Academies Trust School, Jewell Academy follows the three guiding principles of: Self Worth, Purpose and Engagement, with a focus on a No Limits Curriculum, preparing our students for life on the global stage in the 21st Century. Our curriculum allows children to achieve their full potential with barriers to learning identified and broken down.

The academy's SEND and Equalities policies support the provision for all students including those with Special Educational Needs and disabilities.

Context:

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. The Governing Body ensures that the school is socially and academically inclusive.

In particular, the Equality Act 2010 requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled pupils can participate in the school's curriculum.

- To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.

Aim:

At Jewell Academy, it is our aim that everyone in the academy is given an equal opportunity to learn and make progress with individual needs given careful consideration. All students are encouraged to develop empathy, teamwork, confidence and resilience to achieve their full potential so that they can compete on a global stage in the 21st Century.

Definitions:

Definition of Disability (Equality Act 2010): “A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities.”

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age, or b) has a disability which prevents or hinders him or her from

making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

Accessibility at Jewell Academy:

What is in place:

- To increase the extent to which disabled pupils can participate in the school's curriculum.

All pupils with SEND are supported to access the full curriculum supported by SEND provision and with their individual needs taken into account. The curriculum is regularly reviewed to ensure that the content is accessible for all and any barriers to learning are broken down so that all pupils can make progress. Outdoor education including field and residential trips are also inclusive.

Our Special Educational Needs and Disability Policy outlines the provision Jewell Academy has in place to identify and support students with Special Educational Needs and Disabilities (SEND). This includes:

- a) Early identification of SEND, supported by effective Learning Plans that are reviewed twice a year, intervention trackers and the SEND register.
- b) Staff are kept informed of the special educational needs/disability of any pupil in the care, including sharing progress reports, medical reports and meeting information. They play a crucial role in implementing the advice within the reports and contributing to any learning plans for the individual. Thorough transition between year groups supports the continuous provision for the child.

- c) The views of the child, parent/carer are heard and valued. They contribute to all aspects of school life and any individual learning plans.
- d) Staff have regular opportunities for CPD relating to SEND and appropriate teaching and learning strategies modelled. This includes opportunities provided by outside agencies.
- e) Specialist advice from other professionals (e.g. speech and language therapist, school nurse, educational psychologist, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals is shared and implemented by the key stakeholders and regularly reviewed.
- f) Specific specialist interventions are planned for and tracked for small groups or individuals as appropriate, focusing particularly on English and maths skills and any specific skills identified by outside professionals.
- g) Specific target setting and monitoring to ensure all pupils with SEND make progress and accelerated progress within their intervention groups.
- h) Special access arrangements for testing and SATs.
- i) Effective and additional transition for our Y6/7 children to our local secondary schools for vulnerable pupils.
- To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

The school environment already incorporates many features that ensure the building is accessible for all.

These features include:

- a) All doors are built for ease of access.
- b) Four disabled toilets. Three on the ground floor and one on the first floor.
- c) A lift for access to the first floor.
- d) Three evacuation chairs are situated on each stair well on the first floor at designated refuge points. Identified staff have had training to use these chairs.
- e) Specialist/customised furniture and equipment is available for use as required.
- f) Staff are aware of how to create learning environments to support furniture needs, lighting, noise and visual stimulus. Widget is used to create visual timetables and signage for consistency across the school.

- To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.

All staff ensure the needs of each individual student are considered. In addition to the class based resources such as the Interactive Whiteboard are provided and used.

- a) Other digital resources such as iPads and Chromebooks.
- b) Coloured overlays for reading texts.
- c) Manipulatives for maths.
- d) Tactile and kinesthetic resources.
- e) Access to a sensory room and sensory resources.

- f) Differentiated resources such as coloured paper, enlarged text and consideration given to colour, layout and images.
- g) Reading age is considered when providing texts.

Responsibilities:

- Each member of staff is responsible for improving accessibility within their area.
- All staff are responsible for ensuring that needs are identified and barriers to learning are broken down.
- The District Board (governance) are responsible for approving this plan.
- The Principal is responsible for ensuring that this plan is implemented and reviewed.
- The SENDCo is responsible for ensuring that all children identified with SEND at Jewell Academy have their needs met by this plan.

Review:

- This plan will be reviewed every three years.

Related Policies:

- Equality Policy
- Equality Objectives
- Special Educational Needs and Disability Policy and Local Offer
- Teaching, Learning and Assessment Policy
- Behaviour Policy

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

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

The purpose of this plan is to show how Jewell Academy intends, over time, to increase the accessibility of our school for disabled pupils. Jewell Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural 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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including *[include as appropriate: pupils, parents, staff and governors of the school]*.

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.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p> <p>Well established Learn to Move group developing fund and gross motor support.</p> <p>OT block packages in place for 2 children through EHCPs, 1 privately funded.</p>	<p>Curriculum resources to include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Training for staff on increasing access to the curriculum for all pupils and specific needs such as Autism.</p> <p>Effective communication and engagement with parents</p> <p>Effective use of resources to increase access to the curriculum for all pupils</p> <p>Adaptations to the curriculum to meet the</p>	<p>Audit of CPD needs and subject resources annually.</p> <p>SEN Support plans to be completed in PDMs with SENCO support.</p> <p>Training to be arranged through Linwood TSA to increase knowledge and understanding of an increasing need in the school.</p> <p>Regular parent forum, termly parent forum, monthly inclusion drop in sessions</p> <p>Resource a week shared in PDMs to increase knowledge.</p> <p>Planning/book scrutiny</p>			

		needs of individual learners	<p>Training from SALT - Signalong, SPEIC, CPD, outreach support, online resources shared, ongoing guidance from specialists.</p> <p>Strategic deployment of support staff</p> <p>Use of ICT</p> <p>Use of access arrangements for assessments/national tests.</p>			
Improve and maintain access to the physical environment	<p>Newly built school in September 2013 which is designed to meet the needs of all learners. We have very accessible facilities, both inside and outside. We currently have three disabled toilets, two upstairs and two downstairs. We have a lift and evacuation chairs have been fitted. There are handrails on every staircase. In the car park, we have disabled parking bays next to the gate. All doorways and corridors are fully accessible for anyone in a wheelchair.</p> <p>When specific needs are known, we can review provision and adapt to the needs of pupils as required.</p>	Evacuating safely during a fire or incident	Training on designated staff on how to use evac chairs.			

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations (Widgit) • Assistive technology • Staff are welcoming and happy to invite parents and visitors into school in relation to SEND • Leaflets/posters are available in the office area to signpost to local support networks. 	<p>Staff to have training on Widgit and how this can be used to improve accessibility.</p> <p>Availability of written materials in alternative formats</p> <p>To ensure that parents who are unable to attend school because of a disability can access parents evenings</p>	<p>Focus on visual support available in the classroom to ensure accessibility.</p> <p>Improve signage around the school to support all children, particularly SLCN/EAL - use Widgit symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room e.g. toilets.</p> <p>Improve accessibility of information for parents.</p> <p>Staff to hold parent's evenings at a different time, by phone or send home written information</p>			
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Aspirations Academies South Coast District Board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 - stairs are kept clean and tidy and free from obstruction at all times.	Maintain and ensure access		
Corridor access	Corridors are wide	Ensure pupil equipment/tables do not block corridor accessibility		
Lifts	1 - regular maintenance in place	Review service annually		
Parking bays	2 disabled parking bays marked	None required		
Entrances	Automatic front doors, enclosed lobby	None required		
Toilets	Disabled toilets on both levels and either end of the school.	Ensure service every X months		
Reception area	Accessible to wheelchair users	None required		
Internal signage	Signs in place	None required		

Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance		
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