



ASPIRATIONS

Accessibility Plan



Jewell Academy
an Aspirations Academy

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Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies	6

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. We are an inclusive school and aim to ensure that appropriate and reasonable adjustments are made to the curriculum and the physical environment to ensure that all pupils are able to thrive within our academy.

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

- Monitor recruitment procedures to ensure that persons 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 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 and will work with the Aspirations Regional Facilities Manager and the Local Authority SEND department to support this.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and visitors 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability The curriculum is reviewed to ensure it meets the needs of all pupils Effective learning plans are reviewed twice an academic year 	Resources meet the needs of the individual.	Pupil voice to gather thoughts on the curriculum	Subject Leaders	20th July 2023.	Pupils articulate they have access to the resources they need to be successful in their learning.
		Effective learning plans are in place for individual children as necessary	Effective CPD for staff to write and review learning plans. Clear time frames for review.	Class Teachers	20th July 2023.	Children with learning plans make expected progress within the objectives on their learning plans

	<ul style="list-style-type: none"> • The views of the parent/carer and child are heard and valued. They contribute to all aspects of school life • Specialist advice from other professionals (e.g. speech and language, physiotherapists) on how best to adapt the curriculum and teaching strategies for individuals is shared and implemented • Staff have regular opportunities for CPD relating to SEND • Access arrangements for tests and national exams (e.g. SATs) is in place • Additional transition is in place for all pupils, particularly those moving from Y6 to Y7 					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays 	The site is well maintained.	Fortnightly site walks are conducted by the Site Manager/Regional Facilities Director and Principal. Issues are noted quickly and	Site Manager and Regional Facilities Director	Fortnightly	The site remains accessible and adapted as required to meet the needs of individuals

	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • All doors are built for ease of access • Three evacuation chairs are situated on each stair well on the first floor at designated refuge points. Identified staff have training to use these chairs 	The chairs are well maintained.	<p>appropriate action taken if required.</p> <p>Appropriate health and safety checks are carried out annually.</p> <p>Staff receive annual training and nominated staff have termly training.</p> <p>Termly evacuation drills are carried out.</p>	Site Manager and Regional Facilities Director	Annually	Staff are confident in how to use the evacuation chairs.
Improve the delivery of information to pupils with a disability	<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 • Large print resources if required • Braille if required • Adapted test papers are required • Induction loops <p>Widget is used to create visual timetables and signage for consistency across the school</p>	<p>Adapted test and learning resources are ordered when required</p> <p>Ensure that Widget is used consistently across the school</p>	School audit, actions identified and monitored	SENDCo and Principal	Termly	There is a consistent use of Widget across the school for signage

	<ul style="list-style-type: none"> • Other digital resources such as iPads and Chromebooks • Coloured overlays for reading texts • Manipulatives for maths • Tactile and kinesthetic resources • Access to a sensory room • Sensory resources • Consideration given to colour, layout and images • Reading age considered when providing texts and reading interventions • Specialist equipment is maintained 	Resources are well maintained and stocked to meet the needs of individuals	School audit, actions identified and monitored	SENDCo and Class Teachers	Termly	and visuals for learning Pupils articulate they have access to the resources they need to be successful in their learning.
		Any specialist equipment being used by individuals is well maintained and meets health and safety requirements	Auditing and monitoring the use and need of the equipment	SENDCo and Class Teachers	Termly	Equipment is maintained, safe and fit for purpose

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 Executive Operational Board.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report