



**Jack Hunt School**



# **ACCESSIBILITY POLICY AND PLAN**

**OCTOBER 2023**

**Reviewed by SLT: October 2023**

**Approved by Academy Committee: October 2023**

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## **1. Introduction**

- 1.1 The Planning Duty under the Equality Act 2010 schools means that all should have an individual 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 (more than a year), 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.
- 1.2 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 at least every three years, approved by school committees, and shared with Trustees.
- 1.3 The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.
- 1.4 Peterborough Keys Academies Trust (PKAT) schools are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.
- 1.5 Jack Hunt School’s 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 possible and practical.

## **2. Aims and Objectives**

- 2.1 Our Aims are to:
- (i) increase access to the curriculum for pupils with a disability.
  - (ii) improve and maintain access to the physical environment and take advantage of education associated services.
  - (iii) improve the delivery of written information to pupils.
- 2.2 The school’s objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:
- (a) SEND Information Report

- (b) Trust SEND Policy
- (c) Local Offer
- (d) Safeguarding Policy
- (e) Health & Safety Policy
- (f) Staff related policies

2.3 This plan will also be used to advise and inform future planning documents and policies.

### **3. Physical Environment**

3.1 The school has:

- (a) A physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors.
- (b) Ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
- (c) Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- (d) There are rails where there are steps and slopes to access all aspects of the school grounds.
- (e) Where a building is on more than one level there is access to a lift to ensure safe access to upper floors.
- (f) There are 10 accessible toilets located in the school.
- (g) Accessible toilets have handrails, an emergency pull cord and easy use taps.
- (h) There are 3 ceiling mounted hoists, 1 manual hoist and 3 changing tables.
- (i) Classrooms have fire exits which can be used for all pupils.
- (j) Classrooms are fitted with a sound system which enables those with hearing impairments to hear the teacher using a hearing loop or Roger pen through liaison with the Teacher of the Deaf.

### **4. Curriculum**

4.1 With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.

4.2 The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled

people, and follow school policies and procedures to ensure that these are all dealt with effectively.

- 4.3 Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

## **5. Information**

- 5.1 Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

## **6. Current Activities**

- 6.1 Across the Trust, schools have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.
- 6.2 Students moving from a PKAT primary school to Jack Hunt Secondary School work to ensure transition arrangements for disabled students are robust and lead to high-quality inclusion.
- 6.3 This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- 6.4 The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- 6.5 School use outside agencies, including Health Professionals and Educational Psychology Services.
- 6.6 The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- 6.7 Schools have systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- 6.8 School staff work together as a team to ensure strategies for improving behaviour and access to learning.

- 6.9 Jack Hunt School has two qualified 'Emotional Literacy Support Assistant' (ELSAs) ELSAs are trained to plan and deliver programmes of support to pupils who are experiencing temporary or longer-term emotional needs. Programmes may be delivered individually or in a small group.
- 6.10 Pupils who access the onsite Forest School learn in a different context where they can undertake a range of practical activities and carry out small achievable tasks. At Forest School children can develop their team working skills and learn to become more independent through targeted therapeutic delivery. Sessions are led by qualified Forest School teachers.
- 6.11 Access to alternation provision.
- 6.12 The school also works closely with specialist services including:
- (a) STePS (Specialist Teachers and Educational Psychology Services)
  - (b) ASD Specialist & Advisory Teacher
  - (c) Educational Psychology Service
  - (d) Sensory support for children with visual or hearing needs
  - (e) Parent Partnership Service
  - (f) SALT (Speech and Language Therapy) Jessica Flintoff
  - (g) LAC (Looked After Children)
  - (h) Family Intervention Worker to support families
  - (i) Support for Learning
  - (j) Community Paediatrician
  - (k) Mental Health Support Team (MHST)

## **7. Health Provision delivered in school**

- (a) Additional Speech and Language Therapy input to provide a higher level of service to the school
  - (b) School Nurse
  - (c) Occupational Therapy – Lighthouse Team
  - (d) Physiotherapy – Lighthouse Team
  - (e) Community Paediatrician
  - (f) CAMHs (Child and Adult Mental Health)
- 7.2 The school's committee, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- (i) Hearing impairment
- (ii) Physical disability
- (iii) Visual impairment
- (iv) Specific medical conditions including asthma, eczema, diabetes,
- (v) Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- (vi) Autism
- (vii) Speech, language and communication needs (SALT)

7.3 Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

## 8. Review and Implementation

8.1 The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people education within the Trust.

## 9. Version History

### 9.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created	Jude MACDONALD	06/06/2023

## 10. Appendix 1: Plan

10.1 This plan is designed to improve accessibility using three areas of focus:

- (i) Quality of Education (access to the curriculum)
- (ii) Improving access to the physical environment
- (iii) Improving the availability of accessible information for disabled students.

It should be read in conjunction with the Trust Accessibility Plan, Trust Equality Policy and the Trust SEND Policy.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
<p>Classrooms are appropriate safe places for learning to take place despite various disabilities.</p> <p>Strategies are in place for dealing with unacceptable behaviour.</p>	<p>Develop social interaction with peers and wider opportunities eg. Breakfast Club, lunchtime clubs, out of school events, sporting competitions.</p> <p>Encourage PD students to mix with mainstream peers in the canteen, playground as well as classrooms.</p> <p>Students to receive disability awareness within curriculum at school. Anti-bullying policy to contain explicit reference to vulnerability of SEND and PD students.</p>	<p>All staff SENDCo Hub Lead</p>	<p>Ongoing</p>
<p>Teachers have increased awareness of the needs of students and different learning styles.</p> <p>Work is appropriately differentiated to support progress</p>	<p>Ensure SEND Profiles are updated regularly and distributed.</p> <p>Ensure recommendations from external professionals (Educational Psychology, Sensory Team, Physiotherapy and OT) are put into practice.</p> <p>Model differentiation where appropriate.</p> <p>Ensure assistive technology (laptops, ipads, Roger Pens etc) are available where appropriate.</p> <p>Ensure exam concessions are applied for where appropriate.</p>	<p>CALS</p>	<p>Ongoing</p>

**STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT**

Objective	Actions	Lead	Timescale / cost
<p>To address issues relating to students' physical environment during Open Eyes meetings once termly and to continue to have as an agenda item.</p> <p>To promote student independence as part of Preparation for Adulthood</p>	<p>Training for staff and students in using specialist equipment inc. wheelchairs, evacuation equipment and ICT.</p> <p>Provide wheelchair skills training where necessary.</p> <p>Provide independent travel training around school and in the local community for students.</p> <p>Provide life skills teaching eg. Cooking skills.</p>	<p>SENDCO HUB Lead</p>	<p>Ongoing</p>

**STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS**

Objective	Actions	Lead	Timescale / cost
<p>To ensure all students have the same chances.</p> <p>To ensure students are able to access the same information at a level they are able to understand.</p>	<p>Student voice and student involvement is regular practice</p>	<p>SENDCO HUB Lead</p>	<p>Ongoing</p>