



Jack Hunt School Governing Body



ACCESSIBILITY POLICY AND PLAN

Version 1.1

January 2020

**Governing Body Committee: Local Governing Body
Reviewed by SLT: January 2020
Date Policy Reviewed: January 2020
Date of Next Review: January 2023**

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1. Aims

- 1.1 Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:
- (a) Increase the extent to which disabled pupils can participate in the curriculum
 - (b) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - (c) Improve the availability of accessible information to disabled pupils
- 1.2 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.
- 1.3 Jack Hunt School's aims and values emphasize the importance of equality and inclusion:
- (a) Personalised learning leading to enjoyment, success and achievement for all
 - (b) A safe, healthy, orderly, sustainable and cohesive school community
 - (c) Effective engagement with our learners, parents, local communities and partners
 - (d) A positive, proactive approach to innovation and continuous improvement for all.
- 1.4 These aims are under-pinned by the following values:
- (a) The uniqueness of each individual
 - (b) Respect for self, others, school expectations, property and the environment
 - (c) Self-discipline
 - (d) Respect for religious and cultural diversity (being different, belonging together)
 - (e) Equality of opportunity
 - (f) Loyalty, trust and honesty
 - (g) Commitment, hard work, high aspiration and achievement
 - (h) Recognition and celebration of success
 - (i) Individual responsibility and citizenship

- 1.5 The Plan will be made available online on the school website, and paper copies are available upon request.
- 1.6 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.7 The school supports any available partnerships to develop and implement the plan. At Jack Hunt School we are part of the Local Authority Hub Network and also the SENCO Network.
- 1.8 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.
- 1.9 We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

- 2.1 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](#).
- 2.2 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.
- 2.3 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.
- 2.4 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

3.1 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
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils inc. PE</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum eg. visuals, practical resources, scaffolded materials, vocab banks, glossaries, handouts, notes.</p> <p>Curriculum progress is tracked for all pupils,</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>	CALS	Ongoing	Increased awareness of needs, differentiation of curriculum to accommodate the needs. Evidenced in seating plan and lesson monitoring.

	<p>including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</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>			
Promote a sense of belonging	Classrooms set up to ensure mutual respect for ability / disability / behaviour through disability or need.	<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>	CALs, HOH Head of Learning Support / Hub Manager	Ongoing	Stronger bonds, greater social interaction of disabled students with non-disabled. Less time spent in Learning support during social times. No incidences of bullying.

			Students to receive disability awareness within curriculum at school. Anti-bullying policy to contain explicit reference to vulnerability of SEND and PD students.			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Hoists and standing frames • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair- 	<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>	AHT Inclusion/Hub Manager	Ongoing	Issues are raised and addressed. Students' feel their dignity is respected and independence promoted.

	<p>accessible height</p> <ul style="list-style-type: none"> • Outside furniture, tables and bench areas • School minibus Specialist taxi service 		<p>Provide life skills teaching eg. Cooking skills</p>			
<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 • Large print resources • Induction loops • Pictorial or symbolic representations 	<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>AHT Inclusion/Hub Manager</p>	<p>Ongoing</p>	<p>Students will feel included and equal.</p>

4. Monitoring arrangements

- 4.1 This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.
- 4.2 It will be approved by the governing board/committee name/governor name/the headteacher.

5. Links with other policies

- 5.1 This accessibility plan is linked to the following policies and documents:
- (a) Risk assessment plans
 - (b) Health and safety policy
 - (c) Special educational needs (SEN) information report
 - (d) Supporting pupils with medical conditions policy
 - (e) Code of Conduct
 - (f) Safeguarding and Child protection policy.

6. Version History

6.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Draft Complied and approved by the LGB	Kerry CLIFFE	01/01/2020
1.1	Formatting updated	Niamh WALSH	08/09/2021

7. Appendix 1 – Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency Escape Routes				