

Jerry Clay Academy



Accessibility Plan 2021-24

Approved by:

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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.

At Jerry Clay Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Jerry Clay Academy promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our academy strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Our accessibility plans are designed to:

- Ensure the curriculum is constantly evolving and meeting the needs of all pupils.
- Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improve the availability of accessible information to disabled pupils
- Ensure disabled children or families are not at substantial disadvantage.

With these aims in mind we are committed to staff training to enable them to be effective in the education of all pupils with disabilities; we are also equally committed to prioritising resources to enable all pupils to access the curriculum.

The school supports any available partnerships to develop and implement the plan including WISENDSS (Wakefield Inclusion and SEND Support Service) and SENART (Special Education Needs Assessment and Review Team).

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 governors of the school.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

To comply with legislation, we ensure that:

Curriculum:

- Information obtained on future pupils to facilitate advanced planning gathered by ensuring that a home visit is carried out to all future pupils as well as gathering information from previous placements – includes pupils entering the Foundation stage in Reception.
- Well established procedures for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information on SEN pupils given to relevant staff

- SEN children who receive adaptations to their curriculum see their personalised learning in a One Page Profile with pupils and parents involved in target setting
- Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENCO and Head teacher.
- Close working relationship(s) with external agencies established (e.g. EP CAMHS etc.)
- Core skills and Dough Disco sessions for coordination development.
- SEN Friendly Classrooms with visual timetables
- Language rich environment throughout to develop communication and language
- Ability to request specialist resources to support specific needs e.g. wobble cushion, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers if necessary).
- Differentiated curriculum to enable all pupils to feel secure and make progress.
- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programmes.
- Risk assessments are carried out for all school trips.
- Toilet training.

Physical Environment:

- Main school entrance accessible to wheel chairs
- Disabled toilet and toilet areas next to each classroom
- Corridor lighting to support visual impairment
- The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other facilities / provision, including access to information

- 'Can do' ethos and positive approach.
- Open door policy
- Health care plans
- Many staff are Epipen trained
- Teaching staff experienced and trained to support children with ASC/D.
- All staff trained on personalised learning
- Staff training led by SENCo, includes training for trainee teachers and support staff
- Letters available at request in large print.

3. Action plan

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

	OBJECTIVES	ACTION			TIMESCALE	MONITORING METHOD: WHO? HOW?
		How	People	Resources		
1	Ensure that the curriculum is constantly evolving and meeting the needs of all pupils.	<ul style="list-style-type: none"> • Ensure the curriculum is fully accessible to all learners • Consider needs of specific pupils, both for school and off-site activities. • Raise awareness of disability equality via <ul style="list-style-type: none"> ○ Staff meetings. ○ PSHE lessons. ○ Assemblies. • Improve differentiation in the classroom • Continuing to support language rich environments to heighten communication and language development in classrooms • Introduce Makaton signed environment in Reception and through school • Work collaboratively to diagnose and action further improvements • Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner. • Analysing extra-curricular provision to ensure participation for children with SEND. • Improve SEN Pupil Voice • To improve explicit tracking of SEN achievement and feeding back to teachers 	SLT SEN/Inclusion Team Disability Rights Commission	Updating resources where needed to reflect diversity	On-going	Head Teacher SLT Inclusion Lead Teachers

	OBJECTIVES	ACTION		TIMESCALE	MONITORING	
2	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEN.	<ul style="list-style-type: none"> • Ensure that all staff are provided with training on disability issues. • Providing information/access to resources for new staff re inclusive practice in classroom organisation, teaching and learning strategies • Expanding our knowledge of supporting children on the Autism Spectrum to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum. • Investment in Makaton training to continue to raise the awareness of SEN/Disabilities 	Services for Education SENART SLT LA	Staff training costs Visiting speakers/trainers	On-going	Head Teacher SLT Inclusion Lead Teachers
3	Improving access to the physical environment	<ul style="list-style-type: none"> • Ensure care plans are in place to support all pupils with mobility difficulties. • Additional support in the lunch hall for children with additional needs around food. • Put in place individual risk assessments for pupils with a high level of need. • Provision of low level nappy changing mats in Reception classroom and disabled toilet. • Highlighting accessibility to staff purchasing decisions and refurbishment. • Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary. 	SLT Parents Disability Rights Commission Inclusion Team	Accessibility and Care Plan Planning time for SENCO	On-going	Governors Head Teacher SLT

	OBJECTIVES	ACTION			TIMESCALE	MONITORING
4	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> • Thorough planning. Advance visits. • Risk assessments. 	Educational Visits Leader Visit leaders Headteacher SLT	Leaders planning time for risk assessments Pre-visits where possible	Reviewed January 2022 then On-going	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils

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 trustee 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
- Safeguarding Policy
- Intimate Care Plan
- Nappy Changing Procedures