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JKPS Accessibility Plan

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Vision

Anthem Schools Trust is committed to working collaboratively to create ambitious and successful schools where every child thrives, and with teaching and learning being at the heart of everything we do. We understand that ensuring every child accesses Inclusive High Quality First Teaching is fundamental to good outcomes for our students. One of our mottos within the Anthem Schools Trust is ***“Every Student, Every Lesson, All the time.”***



Purpose

This Accessibility Plan is designed to ensure that **[insert name of school]** complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all students, staff, parents/carers and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the Inclusive High Quality First Teaching in lessons, and all aspects of the school day, including those with disabilities and special educational needs.

Key Objectives of the Accessibility Plan:

- to increase the extent to which all students, including those with SEND, can participate in the school curriculum
- to improve the physical environment of **JKPS** to increase the extent to which students, staff and visitors with a disability can access provision within the school
- to improve communication to students and parents/carers.

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 and trusts 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 and academy trusts are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with a disability faces in comparison with students without disabilities. 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.

Duties on the school

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

The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website. It is also available in large print or other accessible formats if required.

Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow students and adults with disabilities to access the educational provision and related services at the school. This is clearly set out in the guidance: The Equality Act (2010) and Schools (Sections 4.20-4.39).

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

We plan, over time, to increase progressively the accessibility of the school to students and staff with disabilities.

Planning duties

This section outlines the main activities which **JKPS** undertakes, and is planning to undertake, to achieve the key objectives which will be stated within our Accessibility Plan.

1) Increasing the extent to which disabled students can participate in the school curriculum.

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements
- Classroom organisation
- Timetabling
- Deployment of auxiliary aids and personnel
- Information and training for staff.

2) Improving the physical environment of the school

We see this as attempting to 'increase the extent to which all students, especially those with SEND, are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

3) Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

- ▪ Modified examination papers
- ▪ Modified resource and support material
- ▪ ICT facilities

Communication with parents and carers

In order to best meet the needs of a student with a disability, our schools aim to work systemically with parents and carers. We acknowledge that the better we know and understand our children, the better we are able to meet their needs and we therefore highly value partnership working with families. We support our parents and carers to work closely with the school to provide full information about any disabilities, special educational need or other relevant information about their child(ren).

Accessibility Audit

At Appendix 1 is an accessibility audit template relating to the above three planning duty areas which our school completes in order to inform our Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan template relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents/carers.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Director of Education will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every three years.

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 Education Needs (SEN) Information Report
- SEND Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audi

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
1. Culture and ethos –policies and practices				
1.1 Is everyone made to feel welcome, including those with Special Educational Needs and / or disabilities?	<p>The building is fully accessible for wheelchairs users, including use of ramps and a lift.</p> <p>Some staff know Makaton and can use this with those that require it.</p> <p>Staff are understanding, friendly and supportive.</p> <p>Everybody is greeted by a person- all known visitors booked in calendar.</p> <p>All staff are trained in protocols and safeguarding around all visitors to the school.</p>	N/a	n/a	No
1.2 Are there high expectations of all students and staff?	<p>Staff Induction of all staff – safeguarding and expectations around school.</p> <p>Behaviour is monitored regularly, and good behaviour is promoted</p> <p>Expectations are established by teachers in classrooms.</p>	N/a	n/a	No
1.3 Do staff, Anthem Community Councils and students share and	<p>We have several activities throughout the year to reinforce our inclusive values which include: World Refugee Week, Neurodiversity week, Odd socks day and Black History Month.</p>	N/a	From January, ACC to be from 4pm so a Timi representative can attend.	No

<p>promote a philosophy of inclusion?</p>	<p>Children are taught to be respectful and supportive of their peers, no matter their race, gender, needs or religion.</p> <p>A member of the ACC will be appointed who understands good practice and challenges school on inclusivity policies and procedures within framework.</p>			
<p>1.4 Are students equally valued?</p>	<p>Through our British Values, PSHE and JKPS school curriculum.</p> <p>Throughout the year we have different celebration days- which celebrate protected characteristics as listed above.</p> <p>All pupils have a voice in our school through class and school council meetings, held every half term.</p> <p>Staff meet regularly with SENCo to discuss needs and how best to support</p>	<p>n/a</p>	<p>Timi representative to attend ACC from January.</p>	<p>No</p>
<p>1.5 Do staff seek to remove all barriers to learning and participation?</p>	<p>Through understanding of children's needs in passports, PEEPS, risk assessment, training and meeting with external agencies</p> <p>Staff work closely with SENCO and senior leaders to ensure that barriers are removed.</p>			
<p>1.6 Are lessons made accessible to all students?</p>	<p>Through ensuring that children can independently access resources, where necessary lessons are adapted.</p>	<p>N/a</p>	<p>N/a</p>	<p>No</p>

	<p>In all year groups, we follow the OT, Physio, Teacher of the Deaf, EP guidance to ensure all students can access all lessons. We differentiate lessons to ensure that all children can access along with allocating additional resources.</p> <p>Learning spaces are completely accessible to the children by careful consideration of furniture.</p> <p>Students with visual needs sit in optimum places.</p> <p>Additional resources (coloured overlays, enlarged text, grips, and OT equipment, computers for typing, differentiated learning and supports) for all children that need them.</p> <p>Icons for different instructions are used universally across school to support with dual coding.</p>			
<p>1.7) Are support staff used effectively to positively impact on student outcomes?</p>	<p>Our placement of TAs is reviewed according to the needs of the pupils at least once a year. There may be other times throughout the academic year where a need arises and this would lead to staff being re-deployed to another part of the school.</p> <p>As EHCPs, PEEPS and risk assessments change, we review our staffing to ensure all staff are deployed to ensure the best outcomes.</p> <p>Line managers & CTs are in regular contact about how best we can support key children.</p> <p>Key children are shared and adults assigned to them.</p> <p>LSAs & TAs are aware of their roles and expectations.</p>	<p>Cost</p>	<p>SENCo to continue applying for EHCPs to support with the cost of maintaining support for children.</p>	<p>No</p>

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	<p>Training is provided as when needed by appropriately trained personnel (SALT, OT, physio, Teacher of the Deaf, EP).</p> <p>Teachers and support staff undertake carefully planned and sequenced CPD, engage with instructional coaching, which is adaptive and responsive to the school context.</p> <p>If a pupil had a specific technological need, staff would be trained - we work with CENMAC to understand this technology.</p>	N/A	N/a	No
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with a disability?	Ongoing training is provided throughout the year from the school's SENCo and is adaptive	N/A	N/A	No

	<p>and reflective where required.</p> <p>Some staff have attended training from physio, OT, SALT, Teacher of the Deaf to support our students with disabilities. This is disseminated to the wider school.</p> <p>Plans for medical lead to attend Asthma and Sickle Cell training.</p> <p>All needs identified and staff informed and trained regularly. Regular PDMs and inset days by in-house and external staff focusing on different areas of needs.</p>			
<p>2.3 Are your staff aware of how classrooms should be optimally organised for students with a disability?</p>	<p>Staff receive support from SENCo, SLT and external specialists (physio, OT, Teacher of the Deaf, SALT) to organise classrooms effectively.</p> <p>Children sat in key places – near board for children with visual needs.</p>			<p>No</p>

	<p>Children with physical needs sat in key spots and have support moving around school.</p> <p>Children have passports which outline needs about how they need to access the classroom or school)</p> <p>Children can access independent work stations for those that struggle with attention due to needs.</p>			
<p>2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?</p>	<p>Yes and staff also use information gained from external assessments to assist in meeting individual pupil needs.</p> <p>Regular training is given by specialists and by internal staff to meet these needs.</p> <p>Curriculum reconfigured to have more opportunities for diverse figures.</p>	<p>No</p>	<p>N/a</p>	<p>No</p>

	<p>Staff are aware of how diversity should feature throughout our learning.</p> <p>SENCO is working alongside teachers to ensure scaffolding, and differentiation is happening across all areas of the curriculum, where needed.</p>			
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Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	Printed items can be requested. Pictorial representations to summarise texts. Larger print and coloured paper. Children can be read to by adults. No children require braille at this stage.	Cost – some children would benefit from reader pens.	Cost – resources required.	No
3.2 Do you provide access to computer technology appropriate for students and adults with disabilities?	Yes, as required following appropriate guidance from trained assessors or HR. We apply and work with CENMAC for children that require these devices.	No	N/a	No
3.3 Do you provide access to internet resources appropriate for students and adults with disabilities?	Yes, as required.	No	N/a	No

<p>3.4 Do you ensure that information is presented to groups in a way which is user-friendly for students and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?</p>	<p>Yes, appropriate provision made in line with CTMM pedagogy.</p> <p>Overlays/visual aids for dyslexia</p> <p>Pictorial representations to summarise texts.</p> <p>Larger print and coloured paper.</p> <p>Shared icons for instructions across school.</p> <p>Comic sans used for larger pieces of reading for Dyslexic students.</p>	<p>No</p>	<p>N/a</p>	<p>No</p>
<p>3.5 Do you have the facilities to produce written information in a variety of font sizes?</p>	<p>Yes, as needed, adults encouraged to use certain fonts and sizes – we can do this through computer programmes or photocopier.</p>	<p>No</p>	<p>N/a</p>	<p>No</p>
<p>3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)</p>	<p>Yes – these have sent to all members of staff to incorporate.</p>	<p>No</p>	<p>n/a</p>	<p>No</p>

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
4. The physical environment <i>Consider all the areas to which students should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.</i>				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for students and adults who use wheelchairs?	Ramps from EYFS playground to classroom and from main playground to main school building. Disabled toilets for adults. Pupil toilets starting to be upgraded with wheelchair user equipment. All doors wide enough for wheelchair users. Lift access to all floors. One shower.	Yes- Main internal staircases (east & west).	N/A	Yes
4.2 Are toilet facilities and showers accessible to wheelchair users?	We have 4 disabled toilets for adults. Currently, our wheelchair user can access the pupil toilets due to adaptations such as grab rails.	Yes	Physical environment – update all toilets to have appropriate wheelchair user equipment as the user progresses through school.	No

<p>4.3 Are there safe pathways of travel around the school site and parking arrangements?</p>	<p>Free parking available directly adjacent to the school grounds.</p> <p>On site, there are clear pathways and ramps.</p> <p>Outside, during peak hours, there is a lollipop person to support safe crossing along with designated crossing areas.</p> <p>Crossing reminders shaped as children have been purchased by school charity – these are placed outside during busy times.</p> <p>Concrete playground has been resurfaced to be level.</p>	<p>Space for parking</p>	<p>Physical environment – No onsite parking.</p>	<p>No</p>
<p>4.4 Is there any decor which may be confusing or disorientating for students and adults with a disability with a visual impairment, for example floors and walls which are the same colour?</p>	<p>Where appropriate external stairs are highlighted with yellow paint. Internal stairs have a black line on to highlight the end of them.</p> <p>Walls are different colours to doors.</p>	<p>None</p>	<p>N/A</p>	<p>No</p>

<p>4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?</p>	<p>Internal signage does not accurately reflect areas of the school.</p> <p>All lighting around the school has been recently upgraded to LEDs which makes the environment significantly brighter and increases the visibility of features and structures.</p>	<p>Yes.</p>	<p>Internal signage needs updating.</p>	<p>No</p>
<p>4.6 Is there accessible storage to enable students and adults with a disability to access aids and equipment?</p>	<p>Yes – currently housed in the EYFS cupboard.</p>	<p>None</p>	<p>n/a</p>	<p>No</p>
<p>4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?</p>	<p>Teachers can use microphone or child’s hearing aid and microphone system to be heard.</p> <p>Outside noise is rarely heard in building.</p> <p>Rooms have additional support with acoustics to ensure that this is not an issue.</p>	<p>None</p>	<p>No, although there is not currently a hearing loop.</p>	<p>No</p>
<p>4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?</p>	<p>Lifts have tactile buttons.</p>	<p>Yes</p>	<p>Cost</p> <p>Lift has tactile buttons but not braille.</p>	<p>Yes</p>

<p>4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?</p>	<p>Yes – the whole school is covered by an auditory alarm. However, some staff members (those that work with children who have hearing loss) have a fire alarm symbol attached for their lanyards.</p>	<p>None – visual alarm system needed.</p>	<p>Cost</p>	<p>No</p>
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Appendix 2: Accessibility Plan template

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

Aim: Increase access to the curriculum for students with a disability	
Current Good Practice	<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 • Targets are set effectively and are appropriate for pupils with additional needs , through IEPs and EHCPs • The curriculum is reviewed to ensure it meets the needs of all pupils. • Communication with parents is termly to set targets, but opportunities to meet are offered frequently throughout the year. • 1-1 meetings with class teacher and SENDCo to support planning for specific children • Children have access to scaffolds to support them in all subjects, if necessary • CTMM training to support staff in how children learn best. • The quality of education, to ensure quality first teaching for all, is regularly monitored. • Staff receive information, training and support to plan and deliver effective lessons accessible to all students.
Objectives	To ensure all children can access the curriculum no matter their disability
Actions to be taken	Whole school and Trust wide approach to pedagogy- Anthem Way and the Anthem Strategy Every Child, Every Lesson will be rolled out from January, ensuring that all children reach through adaptive approaches to meet each child's needs.
Person responsible	HT, SENCo & SLT
Date to complete actions by	Training is on-going; curriculum evaluation is half termly and monitored by SENDCo
Success criteria	Class teachers use scaffolds to support all learners. Visual and pictorial representations in English lessons and clicker to sequence and all Maths lessons SENDCo half termly learning walks and pupil voice evaluation Increased outcomes in books for children with SEND

Aim: Improve and maintain access to the physical environment	
Current Good Practice	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height
Objectives	To ensure that children can safely navigate all parts of our environment- investigation into how we drain our school
Actions to be taken	Ensure drainage so that grounds are not too boggy.
Person responsible	Facilities Manager
Date to complete actions by	This is going and adaptive to the children's changing needs as they grow.
Success criteria	Ensure fair access for all pupils Liaise with design team around requirements

Aim: Improve the delivery of information to students with a disability	
Current Good Practice	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Visual timetables, including 'now' and 'next' signage for some children • Manipulatives and toolkits to support many areas of the curriculum • Personalised scaffolding • Clear positioning within classrooms and on the carpet • Use of visuals to support individual learners • There are well-embedded mechanisms for sharing key information to ensure there is consistency in the sharing of information based on their identified needs (Pupil Passports/ IEPs.) • We have already ensured that classrooms reflect a learner friendly environment – this includes but is not limited to; removing

	all unnecessary displays and pictures from around the white board, printing off slides from the white board for children to have to hand if needed, overlays - sheets printed on coloured paper per preference.
Objectives	To ensure all children have access to the same information
Actions to be taken	Monitoring by SENDCo • TA training and CPD sessions • Support from professionals • School monitoring and evaluation schedule focus • Subject leader monitoring
Person responsible	HT, SENDCo, SLT
Date to complete actions by	Ongoing; Spring 2023
Success criteria	<ul style="list-style-type: none"> • Scaffolding will be used effectively to support all learners • Scaffolding will be individualised to support the needs of individual learners • Scaffolding will not limit learning and will be gradually removed to support children working at depth and with increasing independence. <p>Students are able to access the information they require and are able to self report this.</p> <p>Internal documents (One Page Profiles / Context Sheets / Class Charts etc.) who accurate information and impactful strategies.</p> <p>Gaps in progress and attainment between students with SEND and their peers are identified, then reducing.</p>