



## Accessibility Plan 2024/5

### **Our Commitment to children with SEND**

We believe that every child deserves the same chances and opportunities in life. Here at Jeavons Wood, all staff are committed to ensuring that every child grows, learns, and enjoys school.

We are committed to inclusion and want every pupil to be fully included in every aspect of school life such as lessons, activities, after school clubs and trips. We have high aspirations for all our children and want them to be independent, engaged learners who have high self-esteem. This is so important for our children with SEND and all staff consistently try their best to ensure that these children's needs are catered for in all areas of school life.

This is the Jeavons Wood Accessibility plan.

We have a statutory duty to produce this document for our school and ensure that it is resourced, implemented and reviewed.

### **Background Information**

**The Equality Act 2010** means 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, 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.

The Equality Act 2010 outlaws discrimination by schools and Local Education Authorities against either current or prospective students in their access to education.

### **Other relevant school documents**

The Accessibility plan can be in conjunction with the following school policies:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy
  
- Equality Policy 2012
- Equality Act Information March 2013
- Equality Objectives 2012- 2016
- Equality and Diversity Policy for Staff

### **Objectives of the Accessibility Plan:**

1. Increase access to the curriculum for pupils with a physical disability and/or sensory impairments; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

**Objective 1 (ONGOING):** Increase access to the curriculum for pupils with a physical disability and/or sensory impairments. To include:

- taking reasonable steps to ensure that lessons, trips and school activities are available to all students irrespective of their physical or mental disability.
- ensuring sufficient ICT aids exist to enable physically disabled students to participate fully in school activities.
- ensuring all staff are trained to meet the needs of the pupils currently on roll.
- monitoring attainment of all disabled children and put in place actions to bridge attainment gaps.
- reviewing curriculum content at all key stages to ensure that disability issues are adequately addressed.

Specific Actions	Lead/ Monitor	Timescales	Resources	Success Criteria	2025 review and next steps
<p>All staff to be trained as appropriate to meet needs of key pupils; both medical needs and in on-going differentiation of the curriculum.</p> <p>SEND monitoring to track progress of disabled pupils and the impact of interventions they may take part in</p> <p>Full risk assessments to be carried out to ensure disabled pupils can take part in extra-curricular activities as appropriate.</p> <p>Classrooms and agora are organised so that independence and participation of all children is optimal.</p> <p>Regular SEND learning walks</p> <p>School policy reviews to consider needs of disabled pupils.</p> <p>Appropriate activities to be designed to take account of children with disabilities so they are included in school performances and events such as sports day</p>	<p>Head</p> <p>SENDCo</p> <p>SENDCo</p> <p>All staff</p> <p>SENDCo</p> <p>SENDCo</p> <p>All staff</p>	<p>Review January 2025</p> <p>This should be continuous throughout the year</p>	<p>Training as appropriate e.g., Moving and Handling</p> <p>Liaise with Occupational Therapy and Physiotherapy as needed.</p>	<p>Medical needs met, protocols in place and followed.</p> <p>Differentiation of curriculum activities evident in planning and lesson observations.</p> <p>SEND monitoring embedded in Governor monitoring.</p> <p>Risk assessments in place for all relevant activities and needs of disabled pupils clearly identified.</p> <p>On-going policy reviews include reference to needs of disabled pupils as appropriate.</p> <p>All pupils fully included as appropriate to their needs.</p>	

<b>Objective 2 (ONGOING):</b> Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary					
Specific Actions	Lead Monitor	Timescales	Resources	Success Criteria	2025 review and next steps
Carry out an access audit every two years to ensure school is accessible to all in all areas.	Head  SENDCo  Premises governor	Audit by March 2025 to inform specific actions	Advice from support services if needed.  Caretaker time for any improvements needed.  Cost for improvements, if needed, following access audit.	Disabled pupils and parents are able to access school site including site entrance and car park.  Disabled parents and children can use the school and its facilities successfully.	