


JFS Policies – Accessibility Policy – January 2024

Headteacher	Chair of Governing Board
	
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Overview and Aims

Disability is defined by the Equality Act 2010: "A person has a disability 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 carry out normal day to day activities."

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The purpose of the plan is to:

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the availability of accessible information to disabled pupils.

The Accessibility Plan contains relevant actions to:

- Improving access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increasing access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. When it is considered necessary, colleagues from the following support services, among others, will be involved with students to increase access to the curriculum:
 - Educational Psychologists;
 - Health Authorities;
 - Medical Officers;
 - Speech & Language Therapists;
 - Occupational Therapists;
 - Physiotherapists;
 - Hearing impairment services;
 - Visual impairment services;
 - Behaviour support services.
- Improve and make reasonable adjustments to the delivery of **accessible 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 time frame.

Accessibility Plan

Whilst this policy will be reviewed every three years, progress on the Accessibility Plan should be reported annually to

the Finance and Premises committee by the Premises Manager. Formulation and review of the policy should always involve the SENDCO and/or SEND Governor.

Public Examination Access Arrangements

- 1.1 The School will abide by the strict rules set out by the JCQ relating to Access arrangements.
- 1.2 The determination of the need to apply for access arrangements lies with the School, overseen by the SENDCO. However, when applying, the evidence that will be required varies, depending on the type of need the student has and the type of access arrangement being provided.
- 1.3 The arrangements may include:
 - Use of a different room
 - Supervised rest breaks
 - Extra time (25%, up to 50%, or over 50%)
 - Use of a reader or computer reader
 - Use of a scribe/speech recognition technology
 - Use of a word processor
 - Use of a prompter

2. Audit

- 2.1 It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period. The audit will be carried out by the Premises Manager and shared with the Finance and Premises committee.

3. Monitoring

- 3.1 The Plan will be monitored through the Finance and Premises Committee of the Governors.

4. Awareness and Training

- 4.1 We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.