



L.E.A.D. Academy Trust

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L.E.A.D. ACADEMY TRUST

Accessibility Plan

Policy/Procedure management log

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Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan.....	4

4. Monitoring arrangements	8
5. Links with other policies	7
Appendix 1: Accessibility audit.....	8
Appendix 2: Accessibility plan checklist.....	9
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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 academy 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 Jubilee L.E.A.D. Academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
 - Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)
- At Jubilee L.E.A.D. Academy we inspire learning by empowering children to be: Respectful, Honest, Brave, Determined, Kind and Caring
- In addition to this, Jubilee L.E.A.D. Academy will provide an environment where:
- children are happy, safe and secure
 - creativity can flourish
 - behaviour is excellent and everyone learns to take responsibility for their own actions
 - success and achievement is celebrated
 - families work in partnership with us to ensure the best for the children
 - diversity is celebrated and acceptance is fostered

- independence and perseverance are encouraged and mistakes are learned from
- self belief is nurtured
- cooperation and mutual support is promote

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

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our academy'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.

This accessibility plan is structured to complement and support the school's Equality Objectives. 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

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 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.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice and under](#) the Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

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, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

3. Action plan

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
Aim	Current Good Practice Our academy offers an adapted curriculum for pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with protected characteristics. Curriculum progress is tracked for all pupils, including those with protected characteristics. Targets are set effectively and are appropriate for pupils with additional needs.	Short term To liaise with Nursery providers to review admissions before the start of academic year	To identify pupils who may need additional provision	SLT/FS leader/SENCO	Sept/Oct 2025	Appropriate procedures/resources are in place
		To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
		To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT and SMT	Ongoing	Engagement and involvement

	The curriculum is reviewed to ensure it meets the needs of all pupils.	All pupils are in receipt of a broad and balanced curriculum.	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT and Curriculum Leaders	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		<u>Medium Term</u> To review SEN provision and attainment of pupils To continue to promote the involvement of students with disabilities in school life	Analyse Data on termly basis. Attend Home school plan meetings. To continue to provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	Headteacher, SENCo, School Business Manager	Termly	Termly report indicate progress
		<u>Long Term</u> Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/Governing Body	Ongoing	Variety of planned activities that reflect the needs of pupils

Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Corridor width; our corridors are very wide</i> • <i>1 Disabled parking bay</i> • <i>Disabled toilets and changing facilities in key stage 2</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Door entry system in place</i> 	<p>Continue to improve and maintain corridor access throughout the school</p> <p>A new disabled toilet and changing facility are accessible as and when required</p>	Class teachers, school site team and all staff employed to be mindful of the amount of space in corridors when considering updating/upgrading the environment	Senior leaders, Site manager and all staff	Ongoing	Corridors are able to be navigated safely by all children and adults
Improve the delivery of information to pupils with a disability	<p>Our academy 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 • Pictorial or symbolic representations (PECS) • Assistive technology where needed (ProLoQuo) • Sound amplifiers where needed (RedCat) 	<p><u>Short Term</u></p> <p>Ensure all classes are using adapted communication where needed.</p>	Class teachers to enlarge texts or use PECS to support communication	Class teachers/ SENDCO	Termly reviews	Communication barriers will be removed

		<u>Medium Term</u> Communicate with external professionals regarding assistive technology or sound amplifiers.	SENDCO to monitor provision SENDCO to feed back to external professionals	Class teachers/ SENDCO	Termly reviews	Assistive support will be provided for all children who need it
		<u>Long Term</u> Review of provision and deliver findings to headteacher	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher	Ongoing	Variety of support that reflects the needs of 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 Jubilee L.E.A.D. Academy Academy Governing Body.

5. 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 educational needs (SEN) information report and policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Jubilee L.E.A.D. Academy is a one storey building. There are two sets of steps in the middle of the building linking the hall to Key Stage 1/Early Years.	Ensure steps are maintained. Ensure emergency access routes which avoid steps are known and visible.	Site manager / all staff	Ongoing
Corridor access	All corridors are accessible and suitable (in both width and complexity) for people requiring the use of walking aids or wheelchairs.	Ensure updates/upgrades within corridors do not block routes or impede travel along corridors.	All staff	Ongoing
Lifts	N/A	N/A	N/A	N/A
Parking bays	There is a clearly painted parking bay designated for disabled use.	Ensure bay is not blocked or obscured. Ensure bay is maintained including remaining visible to all.	Site manager	Ongoing
Entrances	There are three main entrances into the school site which do not include the use of steps (one near Reception, one near KS1 entrance and one near KS2 playground). One of these (reception) is located next to the car park ensuring easy access into the school site.	Site manager makes daily checks to ensure there are no problems or restrictions with school entrances.	Site manager	Ongoing

	Additionally, there are numerous other entrances (including directly into classes) where steps are required. Where pupils are known to require the use of a wheelchair, temporary ramps are in place.			
Ramps	Temporary ramps are available and are able to be transported across the school as required.	<p>Site manager and school staff to ensure ramps remain fit for purpose and in good working order.</p> <p>Site manager and school business manager to ensure all staff are trained in using ramps before being required to do so.</p>	Headteacher, site manager, all staff	Ongoing
Toilets	A disabled toilet has now been installed in the KS2 area with an area for baby changing in required.	<p>Ensure that any snags or issues are raised to the site manager and school business manager for repair.</p> <p>Ensure that termly checks are made on all toilets and a actions are taken to maintain facilities.</p>	<p>Site manager</p> <p>Site Manager</p>	<p>Ongoing</p> <p>Ongoing</p>
Reception area	<p>The reception area is accessible via a ramp and is both spacious and free of obstacles.</p> <p>Equipment and interaction facilities within the reception area are accessible.</p> <p>Paths to the reception area are accessible.</p>	<p>Ensure any changes/updates to the reception area are considerate of accessibility and do not impede or restrict use for all.</p> <p>Ensure paths to reception area are well maintained, clear and accessible, including in the event of extreme weather.</p>	Site manager, school business manager	Ongoing
Internal signage	All internal signage is clear and regularly monitored. All fire exits are clearly signposted	Health and safety lead monitors signage in conjunction with the site manager.	Health and safety lead Site manager	ongoing

Emergency escape routes	Regular fire alarm testing to ensure all children can exit the building promptly and without obstacle. Risk assessments and PEEPS are in place for those children for whom emergency exit of building poses a barrier.	SENDCO to monitor those children with live risk assessments and PEEPs and communicate to teachers.	Site manager SENDCO Teachers	ongoing
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Appendix 2: Accessibility plan checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

WHAT TO COVER	TIPS
<input type="checkbox"/> Your accessibility plan must set out how your academy aims to: <ul style="list-style-type: none"> • Increase the extent to which disabled pupils can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils 	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities?
<input type="checkbox"/> Policy introduction	<p>What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?</p>
<input type="checkbox"/> Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	<p>This section of the policy could include:</p> <ul style="list-style-type: none"> • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
<input type="checkbox"/> Monitoring and evaluating the plan	<p>When was the plan approved? When will it be reviewed? By whom?</p>