



Jubilee L.E.A.D. Academy  
A L.E.A.D. Academy

# **Jubilee LEAD Academy Accessibility Plan**

Date: September 2018

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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 Jubilee LEAD academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Jubilee LEAD we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

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

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

At Jubilee LEAD Academy our aim is to support our children in the best way possible that ensures they are all able to learn and make appropriate progress. Jubilee is a welcoming and thoughtful community of children, Parents/carers, and staff. Together we continually strive to provide opportunities for each of our pupils to achieve their individual potential.

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

Our school 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 school'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.

Equality and Diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. We are committed to ensuring that our services meet the varied and individual needs of children and young people in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally.

We aim to prepare children and young people for living within a diverse society with increasing global connections and controversial issues. All staff at Jubilee actively work to eliminate discrimination and we aim to advance the equality of opportunity for our pupils.

We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we attempt to meet these needs by working in close partnership with relevant agencies.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and our AAB 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](#), '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.

### 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Jubilee LEAD Academy offers a differentiated curriculum for all pupils.</i></p> <p><i>We have skilled teaching assistants across the school who are working on individualised CPD packages to further enhance their practice.</i></p>	<p>Pupils to receive quality first teaching of the full curriculum which is judged to be good</p>	<p>CPD for 'What is good practice?' Monitoring programme across the curriculum to improve individual performance</p>	<p>SLT</p>	<p>July 2019</p>	<p>Quality of teaching, learning and assessment is good</p>
	<p><i>We use resources tailored to the needs of pupils who require support to access the curriculum, including 3 nurture groups. One for ASD, one for SEMH and one for MLD.</i></p>	<p>Additional support packages will be investigated for fine and gross motor skills</p>	<p>An alternative package for the teaching of phonics / reading will be investigated</p>	<p>English leader</p>	<p>Ongoing</p>	<p>Handwriting is improved</p>
	<p><i>Nurture provision has been extremely successful and reduced the risk of exclusion for vulnerable pupils.</i></p>	<p>Introduce a comprehensive CPD package linked to the individual learning needs of TAs</p>	<p>Initiate performance management process for teaching assistants including targets</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Quality of teaching, learning and assessment of interventions is good</p>
	<p><i>We use an online data tracking programme to monitor the curriculum progress for all our</i></p>	<p>Behaviour and Nurture support will continue and be enhanced</p>	<p>Extend Nurture provision for SEMH pupils and offer range of therapeutic interventions.</p>	<p>Inclusion manager SENCO Headteacher</p>	<p>Ongoing</p>	<p>The school is judged to be a mentally well school</p>

<p>pupils, including those with a disability.</p> <p>Pupil progress reviews ensure that targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>.</p>	<p>Continue to monitor attendance and maintain Nurture/lunchtime provision.</p>	<p>At the end of each term use the data for individual pupils to track the success of lunch provision Re-negotiate which pupils need to access the provision</p>	<p>Inclusion manager SENCO</p>	<p>Ongoing</p>	<p>Nurture lunch time provision results in a reduced number of lunchtime incidents</p>
	<p>Continue to have high quality counselling.</p>	<p>Audit and review the outcomes of mustard seed since starting in January 2018. Pupil and parent voice captured</p>	<p>SENCO Pearl Anekwe</p>	<p>December 2018</p>	<p>As a direct result of the pupil voice gathered practice can be adapted and perfected</p>
	<p>To ensure full access to the curriculum for all children</p>	<p>To review curriculum, resources, training of teachers and support staff Nurture teacher to work closely with class teachers and SLT especially in sharing information and data. To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers</p>	<p>Headteacher, SLT and SMT Nurture teacher</p>	<p>Ongoing</p>	<p>Quality of teaching, learning and assessment is good</p>
	<p>Review targets laid out in the accessibility plan and deliver findings to governing body</p>	<p>Evaluate accessibility plan. Modify and adapt accordingly</p>	<p>Headteacher AAB</p>	<p>Ongoing</p>	<p>Every term</p>

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"> <li>• <i>Corridor width; our corridors are very wide</i></li> <li>• <i>1 Disabled parking bay</i></li> <li>• <i>Disabled toilets and changing facilities in keystone 1</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Door entry system in place</i></li> </ul>	Improve corridor access	Class teachers to be mindful of amount of space left in corridor after display	All staff	Ongoing	Corridors are able to be navigated safely
		All staircases are highlighted accordingly and	All external staircases need highlight paint All internal staircases need appropriate coloured edging for those who are visually impaired Get a quote for the costings for a ramp to be installed at keystone 1 entrance	Steve Hutchinson	December 2018	All internal and external staircases are appropriately highlighted
		Reception area window is adjusted to appropriate height for parents with wheelchair access Visitors in wheelchairs are able to use the inventory without too much discomfort	A quote is received to adapt the office window  Get a quote from LEAD IT services to move the system	Steve Hutchinson  Louise Baines	December 2018  December 2018	Disabled visitors are able to communicate with office staff appropriately  Disabled visitors are able to log in and out of school
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible.</i>	Signs and symbols located across the school in order to support learning  Availability of written material in alternative formats	Access to support from Speech and Language Therapy service to develop signs and symbols Training for relevant staff  Contact Nottingham City Council for their costing and availability for converting written information into alternative formats as required	SENCO  SENCO	July 2019  July 2019	Signs and symbols are embedded across the whole school

## **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 AAB and Mrs McIntyre

## **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

## Appendix 1: Jubilee LEAD Academy Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Due to the nature of our primary school, our corridors are an extension of our classrooms. This does mean that our corridors have displays and resources lining them which could make it challenging for wheelchair access.	Class teachers to be mindful of the amount of space left in the corridor for people to pass through.	All staff	On going
Lifts	Currently there are no lifts in school. There are 2 staircases that separate KS1 and KS2 which would make the maneuvering across the school challenging.	Order EVAC chairs at a cost of £700 for 2	S. Hutchinson	12.12.18
	In the long term and with appropriate financial planning within the school improvement plan a lift will be budgeted for to enable pushchairs as well as wheelchair users to be able to maneuver around site independently	Get a quote for the costings for a lift to be installed	S. Hutchinson	12.12.18
Parking bays	1 disabled bay in the main area of the car park	Staff do not park in the disabled bay	All staff	Ongoing
Entrances	Steps to KS1 playground there is an alternative gate that can be accessed, therefore a reasonable adjustment being made.	Staff to be aware that there is another entrance to the playground.	All staff	Ongoing
	All external staircases need highlight paint	Paint to be ordered and applied to stairs	S. Hutchinson	12.12.18
	All internal staircases need appropriate coloured edging for those who are visually impaired	Highlight strips to be ordered and applied	S. Hutchinson	12.12.18
	The entrance to keystone 1 has a staircase and no ramp. A reasonable adjustment in the interim is for a wheelchair user to go through the car park to one of the classrooms to gain entry.	Get a quote for the costings for a ramp to be installed at keystone 1 entrance	S. Hutchinson	12.12.18

Ramps	There is a ramped entrance at the main school entrance. All classes for keystone one and 2 have at least 1 step up.	The purchase of removable ramps for KS1 and KS2 so that if a pupil is in need of a wheelchair they can still enter and exit the school with their peers	S. Hutchinson	12.12.18
Toilets	There is one disabled toilet down in keystone 1. This is not fully compliant and requires a couple of wall handles	Get a quote from builders to make keystone 1 toilet compliant	S. Hutchinson	12.12.18
	There is an accessible toilet in keystone 2 that is slightly wider than your average public toilet however is not a disabled toilet,	Get a quote from builders to make keystone 2 toilet compliant with the specific requirements of a disabled toilet	S. Hutchinson	12.12.18
Reception area	The window in reception area is too high for our parents who are in a wheelchair, making it uncomfortable for them to communicate with staff	Get a quote from builders to increase the windows leading to staff in the office	S. Hutchinson	12.12.18
	Signing in to the inventory system is too high for wheelchair users to access	Get a quote from LEAD IT services to move the system	S. Hutchinson	12.12.18
Internal signage	Improve signage to indicate access routes around school	Signs indicate wheelchair friendly routes around school.	N. Clarke	10.10.18
Emergency escape routes	All fire escape routes are suitable for all All relevant staff have had training in fire safety			