



Accessibility Plan

2024 - 2027

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Aims

At Jubilee Primary School we recognise that all members of the school's community have an equal right to develop towards their full potential. Everyone is valued and respected as an individual with their own abilities, backgrounds, differences, attitudes and experiences. We recognise the contribution made by the school and wider community and by all individuals. "Our 'Golden Rule' of "Love your neighbour as yourself" is consistently maintained within our school. We will establish a working environment in which no member of staff, child and their family feel under threat or intimidated. This involves providing access and opportunities for all pupils without discrimination of any kind.

Under the Equality Act 2010, schools are required 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.

This plan shows how Jubilee Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Trustees are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The plan will be made available 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.

Definition of disability

A disability under the Equality Act 2010 – is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2014, p5)

Areas of planning responsibilities

- Ensuring access to quality teaching and learning for all pupils.
- Ensuring access to the wider curriculum of the school, such as participation in extra-curricular clubs, leisure and cultural activities or school visits.
- Ensuring access to the physical environment of the school, including ongoing improvement and adjustment to the physical environment of the school.
- 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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs & Disabilities Policy

Contextual Information

Jubilee Primary School is housed in a building which was built in the 1960s and was originally used as a children's home. The building has been refurbished, in phases, since 2014 and now has classrooms and offices on both ground and first floor. There is an open learning area on the first floor that connects to the new school building, which opened in September 2023. The bottom half of this area is only accessed by stairs. The top half of the learning area, which is housed in the newer block, can be accessed by a lift.

The newer block of the school accommodates 5 further classrooms, staff offices, a multi-use, double height school hall and an industrial kitchen. The upstairs areas in both blocks can be accessed by a set of stairs; one at the front of the school, leading to the refurbished block and two staircases in the new block. There is a lift in each block that provides access to the first floor. There is an accessible toilet available on the first floor in each block. There are two further accessible toilets on the ground floor in the office area and within the school.

The school has a hygiene room on the ground floor of the newer block which has a medical bed and an accessible shower and toilet. There is also a shower in the accessible toilet in the front office.

At the front of the school, there is a wheelchair ramp to access the main entrance. Access to the playground for drop of and pick up can be accessed by all parents.

Current Range of known disabilities

Jubilee Primary School currently has some pupils with specific health needs. Individual plans are in place to fully meet and support these pupils.

Increasing access for disabled pupils to the school curriculum.

Outstanding teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to ensure that staff are kept abreast with knowledge, skills and understanding promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Jubilee Primary School Accessibility Plan: 2024-2027

IMPROVING PHYSICAL ACCESS - BUILDINGS				
Target	Strategies	Time-scale	Responsibility	Success Criteria
To be aware of the access needs of children, staff, Trustees and parents/ carers with impaired mobility.	<ul style="list-style-type: none"> • Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual children with impaired mobility as part of the SEND (Special Educational Needs and Disabilities) process. • To ensure meetings at the school are held in areas that are accessible for all staff and Trustees. • Annual reminder to parents and carers through newsletter to inform the school if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. 	As required	Headteacher School SENCo	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff, Trustees, pupils and parents are confident that their needs are met and these are continuously monitored to ensure any new needs arising are met. • PEEPs are prepared and reviewed as individual needs change
Ensure there are enough fire exits around school	<ul style="list-style-type: none"> • Daily health and safety checks of the school and its surroundings. • Ensure staff are aware of need to 	Daily required	Site Team	<ul style="list-style-type: none"> • All personnel and pupils with accessibility needs have safe exits from school.

that are suitable for people with impaired mobility.	keep fire exits clear			
Whole School Evacuation	<ul style="list-style-type: none"> • Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEP's if needed. 	Annually, and as new children join the school throughout the year	All staff	<ul style="list-style-type: none"> • All personnel and pupils with accessibility needs can be safely evacuated.
Accessible car parking	<ul style="list-style-type: none"> • Disabled members of staff and visitors have a place to park in the staff car park near the playground gates or at the front of the school • The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building from the car park. 	Ongoing	Site Team	<ul style="list-style-type: none"> • There is a place for disabled members of staff and visitors to park throughout the school day.

CURRICULUM ACCESS				
Ensure all staff are aware of disabled children's curriculum access.	Provide necessary staff training. Set up a system of individual access plans for the admission of disabled pupils. Information sharing with all stakeholders regarding provision.	As required	Headteacher and SENCo	All staff aware of individuals needs

Ensure the PE curriculum is accessible to all including those pupils on roll with mobility needs.	Gather information on accessible PE and disability sports through our enrichment programme.	Autumn term	PE Lead Teacher	All to have access to PE and be able to excel in this area of our distinctive.
Use ICT software to support learning	Make sure software installed where needed	As required	Joskos ICT consultant	Early access for use of SEN resources in classrooms to support future possible need.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness and accessibility	As required	Headteacher	All pupils, staff and volunteers (including parents and carers in school) are able to access all educational visits and take part in a range of activities.
Communication with Parents	<ul style="list-style-type: none"> • Ensure parents have access to our SEN provision/SEN school offer currently on the school website. • Ensure parents meet and can contact SENCO at any time. • Parents meet regularly with SENCO to access further support and advice. • Ensure that the annual report to parents of SEND is accessible and informative for parents. 	Ongoing	Headteacher SENCO Administration Team	<ul style="list-style-type: none"> • Parent/school communication is strong o Parents confidently contact SENCO for support and advice.
Pupil Voice	<ul style="list-style-type: none"> • Children are given opportunities to 	Ongoing	Headteacher	<ul style="list-style-type: none"> • Children voice is heard and

	<p>share their concerns, their views and their ideas.</p> <ul style="list-style-type: none"> • Adaptations are made as needed. 		Senior Leadership Team	acted upon.
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IMPROVING THE DELIVERY OF WRITTEN INFORMATION				
Targets	Strategies	Time- scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible, including EAL parents.	Parent questionnaire Contact with EAL parents	Each school year	Admin Headteacher	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Ensure sufficient strategies, including a differentiated curriculum as well as any necessary resources are in place to provide access to the wider school curriculum for all pupils	Ensure mainstream core standards are in place. Monitor teaching and learning across the school.	Ongoing	Headteacher SENCo	Pupil monitoring shows all pupils are included.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems Languages other than English to be visible in school	Develop child friendly provision plan target formats that can be shared with them.	Ongoing	SENCo	Staff are aware of pupils preferred method of communications

Jubilee Primary School will continue to grow in pupil numbers until we reach steady state in September. The school building is ready to accommodate the full cohort of children and we will ensure that any new project work highlights the facilities and provision to support disabled pupils, staff, volunteers and parents and carers. If, in the future, additional provision may arise within the school, this will be addressed with all reasonable adjustments being made in line with the SEN(D) code of practice.

Trustee approval and review dates

Changes since last policy version

Version	Date	Amendment
2017-2020	Autumn 2019	Pg 3 Details included in 'Aims'
		Pg 4 Contextual information changed
2021-2022	Autumn 2021	
2024 - 2027	Autumn 2024	Updated to reflect new school building

Approval

This policy was reviewed and accepted by the Board of Trustees at its meeting on

December 2024.

This policy is due for review in **Autumn 2027.**