



THE JUBILEE ACADEMY

Aspire and Achieve

Title: Disability and Access Plan Policy

Date Approved: July 2013

Date Last Reviewed: July 2021

Status: Statutory

Delegation: Head Of School

Responsibility: SBM H&S

Review Frequency: Every Three Years

Policy Locations: Website/Staff Shared Drive/Hard Copy

Disability Policy

Aspire and Achieve

Statement of intent

The Jubilee Academy takes its legal duty to be non-discriminatory towards disabled students and to provide equal access and opportunity to the curriculum very seriously.

We aim to:

- To ensure that all members of The Jubilee Academy community respects the rights of disabled students, to have equal access to the curriculum, extra-curricular opportunities and other services;
- Equally value and encourage all students;
- Foster positive attitudes towards disability within our community;
- Notwithstanding the above, and The Jubilee Academy's desire to enrich the lives of all our students by pursuing an inclusive policy towards all students which reflects the diversity of the outside world and our values, The Jubilee Academy places equal importance on ensuring that no student's education and progress is impaired by the behaviour of another student.

Admission to the school

- Depends upon a student meeting The Jubilee Academy's entry criteria;
- The Jubilee Academy will educate and develop a disabled student to the best of his/her potential and in line with the general standards achieved by the student's peers;
- The Jubilee Academy policy is to apply these criteria to all students and potential students, regardless of any disability of which it is made aware by parents/carers or partner schools and commissioners. The Jubilee Academy has a legal obligation to make reasonable adjustments not to put any disabled student or potential student at a substantial disadvantage compared with other students who are not disadvantaged because of disability;
- The Jubilee Academy requires parents/carers to inform The Jubilee Academy in respect of the disability of a prospective student;
- In assessing any student or prospective student, The Jubilee Academy may take such advice and require such assessments for example, an Educational Psychologist's report, and recommendations as it regards as appropriate;
- With prior notification of disability, supported by the recommendation of an Educational Psychologist's report, The Jubilee Academy may allow some extra time in the entrance exam for prospective students with a disability.

Physical access

Like many secondary schools, The Jubilee Academy 'policy' of subject areas with designated classrooms, requires students to move around the site, necessitating the use of steps or stairs in the building to access classrooms. Students with impaired mobility will, if necessary, make use of the lift but only when accompanied by a member of staff.

The Access Plan seeks to continually improve physical access within the constraints of local planning permission and budgetary impact.

Education

- Staff will continue to be made aware of students with a disability or special Educational Needs by the SENCO;
- Staff will continue to be made aware of strategies to make 'reasonable adjustments' within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum. Such strategies will be included in students individual education plans;
- Staff will need to adapt their teaching to the learning patterns of all the students according to their abilities and needs. Such differentiation should be reflected in subject/learning area schemes of work;
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety (e.g. labs, workshops, sports equipment).

Sporting and recreational activities

- The Jubilee Academy will continue to provide equal access to all school activities for disabled students, within the constraints of the physical nature of the site, the budgetary costs, the health and safety implications and difficulties of supervision;
- Individual risk assessment and management strategies will be provided for disabled students engaged in Jubilee Academy trips, visits or activities.

Welfare awareness

- Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of Jubilee Academy life (for example, through PSHRE and Assembly);
- Appropriate staff Inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision;
- The Jubilee Academy's equal opportunities, preventing bullying and behaviour policies will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby continuously enhancing understanding and integration;
- The Jubilee Academy will agree with parents/carers appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.

Monitoring, evaluation and review

This effectiveness of this policy will be regularly monitored and reviewed through the school's self-evaluation schedule.

| Target | Tasks | Timescale | Resources | Responsibility | Monitoring | Success Criteria |
|---|--|--|---|------------------------------------|----------------------|--|
| <p>REFERRAL, TRANSITION and INDUCTION</p> <p>Ensure information provided to students with Disability</p> | <ul style="list-style-type: none"> ▪ Referral meeting held with main school to determine if TJA can meet the needs on the basis of the impairment (s) of disabled students ▪ Commissioning of support for the personal care of disabled students ▪ Transition meeting held with parents/carers and students with disability to share information of support ▪ Induction programme adapted accordingly, to support students with disabilities | Ongoing. | referral, transition and induction meetings | All Senior Leaders | S.L.T. Governors. | <p>Smooth transition and induction for students with disabilities</p> <p>Positive outcomes for disabled students</p> |
| <p>ACCESS TO CURRICULUM</p> <p>Ensure access to computer technology appropriate for pupils with disabilities.</p> | <ul style="list-style-type: none"> ▪ Adaptation and access to ICT equipment as required to support Pupils with disabilities. ▪ Purchase software as required to support pupils with disabilities. | As required - unless needs of pupils in school require immediate action. | As and when required | All Senior Leaders, Teaching staff | S.L.T. Governors. | Access to appropriate computer technology will be improved for all Disabled pupils. |
| <p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p> | <ul style="list-style-type: none"> ▪ Specific staff training access depending on the impairments of disabled students in order to improve access to curriculum ▪ Purchase of resources to increase student participation. | Ongoing. | Curriculum area plans. | All staff. | S.L.T. Governors. | Improved access to curriculum for all pupils. |

| | | | | | | |
|--|---|----------|----------------------------------|------------------------------------|------------------------------------|---|
| <p>ACCESS TO CURRICULUM</p> <p>Prioritise student participation in school activities.</p> | <ul style="list-style-type: none"> ▪ Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it. ▪ Ensure student activities are accessible to all students. Including to ‘Out of Hours’ programmes and offsite educational visits and activities ▪ Where an activity cannot be made accessible an alternative activity will be made available ▪ Ensure the views and aspirations of disabled students and their families inform and guide this access plan | Ongoing. | PSHRE and Curriculum area plans. | All staff. Pastoral support. | S.L.T. Governors. | <p>Increased participation in school life for students with disabilities reviewed through lesson observations#</p> <p>Annual student & parental survey includes questions about safety and accessibility</p> |
| <p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p> | <ul style="list-style-type: none"> ▪ Consider all policies in view of priorities. ▪ Raise staff awareness of Equalities legislation | Ongoing. | n/a. | Head of School Governors SBM | Head of School Governors SBM | Access to all aspects of school life for all students. |
| <p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p> | <ul style="list-style-type: none"> ▪ Accessibility & clarity of signs around school. ▪ Fully operational lift ▪ Clear identification of room functions. ▪ Disability toilet ▪ PEEP - Personal Emergency Evacuation Plan ▪ Allocated parking for parents of | Ongoing. | Site and Maintenance plans. | Head of School Governors SBM | Head of School Governors SBM | <p>Access to school buildings and site improved.</p> <p>All signs around school updated in accordance to room changes Sept 2016</p> <p>Successful refurbishment of the lift system – achieved Aug 2014. Lift has been serviced – September 2016</p> <p>All rooms have clear identification</p> <p>Disability toilet located on the ground floor</p> |

| | | | | | | |
|---|--|----------|---------------------------------|--|--|---|
| | disabled students | | | | | PEEPS reviewed regularly by Houseparent Accessibility to car park |
| CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements. | <ul style="list-style-type: none"> ▪ Plan classrooms in accordance with pupil need. ▪ Organise resources within classrooms to reflect student need. ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within the school | Ongoing. | EFA funding | Head of School Governors SBM | Head of School Governors SBM | Appropriate use of resources for diverse needs of pupils with disabilities. One breakout room available on third floor |
| NEWSLETTERS & DOCUMENTS Availability of newsletters and school documents in alternative formats. | <ul style="list-style-type: none"> ▪ Letters in first language. ▪ Large print & audio when required. ▪ Text. ▪ E-mail. | Ongoing. | Admin. support | S.L.T Governors. | Governors. | Information to pupils with disabilities and parents / carers will be improved. |
| TRANSPORT Availability of transport to ensure full inclusive access to activities off site | <ul style="list-style-type: none"> ▪ Purchase Minibus ▪ Assistance and 1:1 support on public transport | Ongoing. | Minibus Budget allocation | S.L.T Governors. | Governors. | 17 seater minibus purchased Feb 2014 Staff |

Consideration must be given to the school's position as regards accessibility.
The school would like to be able to accommodate children with some disability but is much restricted by its building.