


## JFS Policies – Accessibility Policy – March 2025

Headteacher	Chair of Governing Board
	
Dr David Moody	Mr Mark Hurst

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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.

## Legal Framework

This plan considers the following legislation:

- The Equality Act 2010
- The SEND Code of Practice 2014
- The Children and Families Act 2014

## Current School Facilities

The school is managed by an external PFI company who role is to ensure the building meets the needs of all its students. JFS is a modern and accessible site however facility provision is constantly under review. Currently under long-term consideration is lift functionality.

## Curriculum

As set out in the Teaching and Learning Policy, JFS focuses significantly on training its teachers to be adaptive in their approach and to take into account any extra needs of children in their classes.

At a school-wide level, where it is required, specialist advice is sought from a range of sources as set out below.

- Educational Psychologists;
- Health Authorities;
- Medical Officers;
- Speech & Language Therapists;
- Occupational Therapists;
- Physiotherapists;
- Hearing impairment services;
- Visual impairment services;
- Behaviour support services.

The school will continually work to 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 the use of adaptive technologies such as text-to-speech software, screen readers, and alternative input devices for students with specific needs.

The school also provides access to all learning objectives to all parents on a weekly basis, ahead of lessons to allow greater parental support.

The school also provides exemplar revision resources and a timetable of all assessments in a year so that students and families are able to plan accordingly.

### **Public Examination Access Arrangements**

- The School will abide by the strict rules set out by the JCQ relating to Access arrangements.
- The determination of the need to apply for access arrangements lies with the School, overseen by the SENDCO and the Head of Access Arrangements. 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.
- 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

### **Awareness and Training**

- **Regular Training:** The school regularly visits adaptive approaches for all staff as well as sessions on disability awareness and the use of assistive technologies.
- **Induction Programs:** Accessibility training is included in the induction process for all new staff.

### **Monitoring**

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