

**John O’Gaunt School  
Accessibility Plan**

Revision	Status	Date	Title of Reviewer	Purpose/Outcome
1	Draft	April 23	SBM	Complete access to physical environment section
2	Draft	May 23	VP	Complete access to curriculum section

	<b>Contents</b>	<b>Page</b>
<b>1</b>	<b>Introduction</b>	<b>3</b>
<b>2</b>	<b>Definition</b>	<b>3</b>
<b>3</b>	<b>Objectives</b>	<b>4</b>
<b>4</b>	<b>Action Plan</b>	<b>5</b>

## **I. Introduction**

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

Completing these templates will ensure your Accessibility Plan complies with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The school Principals are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning, “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Schools within the Excalibur Academies Trust provide pupils with high quality learning opportunities, so that each child attains and achieves all that they are able to do. Everyone in our trust are regarded as important individuals, included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum.

The Accessibility plan must be read in conjunction, and in line with the following policies and procedures:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plans
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs Procedure
- Teaching and Learning Procedure
- Excalibur Employment Manual

The plan must be made available online on the school website.

## **2. Definition**

According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### 3. Objectives

Excalibur Academies Trust is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The schools recognise and value parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

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.

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

Local accessibility plans address improving the physical environment and curriculum access and written access for all pupils, staff and visitors to the schools within a given timeframe where practicable.

The schools Accessibility Plan will be monitored through the Principals, Inclusion Leader and School Business Manager.

Ofsted may monitor the Accessibility Plan during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every 3 years, but may be reviewed and updated more frequently if necessary.

Within Excalibur, the LGB through the Academy Principals will have the responsible for overseeing aspects of Health and Safety in their respective academies.

The priorities for the Accessibility Plan for our schools were identified by:

- Head of School
- Vice Principal
- School Business Manager

Approved



Principal

Date

02/06/2023

Review Date

June 2024



## 4. Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils, especially those with SEND</li> </ul>	Our curriculum is fit for purpose, for all, as well as frequently reviewed (medium term)	Adaptive teaching is in place and reflects our JOG mantra: 'teach children, not lessons'	Faculty Leads / support from SENDCO	July 23	<p>All students make progress relative to their starting point and are supported to achieve the best they can do</p> <p>SENDCO knows our SEND students well and informs staff of any changes necessary, following screening / identification of needs</p>
	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> </ul>	Ensure that all students needs are reviewed and planned for (short term)	<p>Ensure that coloured exercise books are available</p> <p>Provide coloured overlay for lessons / tests and exams</p> <p>Laptops are available in all lessons for those who have difficulty writing or have problems with organizational skills</p> <p>A18 Print is available for students who need their work on larger font</p> <p>Reading pens available to slow / poor readers</p> <p>Foreign language dictionary / ipad with Google Translators as appropriate</p>	Faculty Leads / Teachers / TAs	Dec 22 and reviewed throughout the year	All students' needs for extra / different resources are met without delay. Students are well known by their teachers and TAs and consequently, make good progress

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			<p>PPP slides are available for students who need support with notes from their teachers and so that they can follow learning, at their own pace</p> <p>All teaching activities are made accessible to students, e.g. ear defenders given to students with ASC or fiddle toys for those with ADHD</p> <p>Trips / visits include detailed needs and medical info so all can participate fully</p> <p>Rest breaks are offered to those who find it difficult to sit for 60 minutes</p>			
	<ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities</li> </ul>	<p>Our curriculum is rich, broad and include examples of all those who represent our community (medium term)</p>	<p>PPP / resources / teaching aids used in lessons highlight our diverse community and society</p>	<p>Faculty Leads / Teachers</p>	<p>July 23</p>	<p>Students' background / needs / disabilities are not ignored so that all can feel valued by the whole JOG community</p>
	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> </ul>	<p>EHCP / Passports show detailed summary of needs and are shared and</p>	<p>Students to be offered extra support sessions (small groups / 1-1 intervention) in S&amp;S, often during registration time (support for development of literacy / numeracy or speech and language)</p> <p>Students to complete assessments / tests in S&amp;S with adult support, if necessary.</p>	<p>SENDCO / TAs</p>	<p>July 23</p>	<p>SENDCO has a robust overview of students' needs</p>

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			<p>1-1 tutoring is offered to EBSA students for short periods of time, to re-engage with learning</p>			
	<ul style="list-style-type: none"> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	<p>Reasonable adjustments are made when appropriate (short term)</p>	<p>Short term withdrawal from a subject (i.e. drama for ASC students)</p> <p>BEAM is a GCSE option, which allows students to get support in E&amp;M and reduce the number of options they take at GCSE, if necessary</p> <p>TAs feedback frequently about students' needs and any further adjustment needed are communicated quickly, to staff</p>	SLT / SENDCO	Sept 22 but ongoing review	<p>Each individual's needs are reviewed as the need arises and constant amendments are made to support the individual learner</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students, staff and visitors as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps with handrails at main and student entrances</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilet and changing facilities</li> </ul>	<p><b>Long Term</b> - The school will take account the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.</p>	<p>All future improvements and refurbishments to meet Access Standards</p>	Principal, Business Manager	Ongoing	<p>All works supported by school surveyor and in-line with regulations in the Equality Act 2010.</p>



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	<ul style="list-style-type: none"> <li>• Staff are aware of the building limitations due to its age (no lifts, steps between blocks) and make adjustments as required to achieve access for students (e.g re-rooming, use of mobile ramps)</li> <li>• Medical needs of pupils are met within the capability of the school to facilitate inclusion and staff are aware of how to adapt/respond to them</li> <li>• A calm area (study and support) is available for SEND students as required</li> <li>• Sound loop in the main hall</li> <li>• Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons</li> <li>• Teachers ensure that seating plans are in place to support the inclusion of students</li> </ul>	Further use of highly visible markings across the site for stairs/steps, handrails and vertical posts	Review of site to be carried out and areas deemed in need of highly visible markings to be addressed	Business Manager/ Caretaker	End of Summer 2023	Consistent use of highly visible markings across the site to ensure safety for VI & SEN
		Further use of signs including picture form across the site	New/replacement signs to include picture form where appropriate	Business Manager/ Caretaker	Ongoing	Consistent use of signs including picture form across the site to support SEN students
		Students with SEND to be consulted regarding the accessibility of classrooms, calm area, toilets, changing facilities etc.	Consultation to be carried out	SENDCo	Christmas 23	Awareness of SEND students' concerns regarding accessibility to inform action plan