

Accessibility Plan Purpose

All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all students, staff, parents, carers 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 want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions to:

- Increase the extent to which pupils with disabilities can participate in the **curriculum**
- Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of **accessible information** to pupils with disabilities

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the academy.

Legislation

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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	<ul style="list-style-type: none"> Our academy ensures that curriculum adjustments provide equal access for all. Our academy has high aspirations for all pupils regardless of their starting points. ALL pupils achieve well at Jubilee and leave reaching 	<ul style="list-style-type: none"> Adaptive teaching is embedded across the academy. The use of Word Aware, Colourful Semantics throughout the school. We deliver 1.1 and group Speech and Language interventions using WellComm. We have access to a range of assessments so that the progress of all pupils is captured. We have close working relationships with a range of outside agencies including Speech and 	<ul style="list-style-type: none"> Continue to update CPD for all staff- this includes training from Cadmus, Creative Education, School Health and OT. Parent meetings termly for SEND pupils – this included training for parents on areas such as PDA. We also will continue to bring in speakers for parents such as School Health and SENDIAS. 	Class teachers and teaching assistants With support from the SENDCo and SEND Team	Continuous and ongoing (to develop staff knowledge and as part of staff induction)	<ul style="list-style-type: none"> That all pupils are able to access their learning as the required adaptations are in place and pupils are provided with the correct resources. Teachers and support staff are confident with how to best support the pupils in their care.

	<p>their full potential.</p> <ul style="list-style-type: none"> • Adaptive Teaching through 7C's Judith Carter Model • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to 	<p>Language and OT. Their assessments feed into pupil plans to ensure that they receive a holistic approach to their support.</p> <ul style="list-style-type: none"> • Experienced Teaching Assistants are deployed in a way to ensure that the pupils who require it get extra support when they need it, both in class and through a range of targeted interventions. • All pupils have the same opportunities to access enrichments activities for examples: School Visits and participation in extra curriculum activities for example; trampolining and fencing. • We are a well-resourced academy and we invest in any additional resources that pupils may require to help overcome any barriers to learning for example; writing slopes, pencil grips, coloured paper and foot rests. 	<ul style="list-style-type: none"> • Parent coffee morning bi-weekly for parents • Drop-in support event - (such as when formal reports have to be completed eg., application for reception and secondary school. • Ongoing assessment and reviews to ensure needs are being met. • SEND parent meetings to deliver training in key areas (such as emotion coaching). • SEND parent Dojo group to enable parents to support each other. 			<ul style="list-style-type: none"> • Relationships with other professionals remain strong so that we can call upon them when required. Their advice is acted upon so that pupils are supported in the most effective and correct way. • Pupils feel fully included and know that they are a valued member of Jubilee Academy Mossley. • Pupils feel that they have a voice that is acted upon and that there are staff that can approach if they have a problem they wish to discuss or share.
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	<p>make sure it meets the needs of all pupils</p>	<ul style="list-style-type: none"> • Access to the sensory room and the Hive where pupils can access support resources and speak to a member of the Safeguarding Team if needed. • 2 members of staff is qualified to deliver ELSA. • SENDCO assistant in place to support with assessment and provision of specialist resources. • Pupils with additional needs have a 'SEND non negotiable' document that they contribute to and this is shared with the relevant stakeholders. • Children all complete formal My Views 3 times per year in relation to their learning plans, with additional pupil voice between to capture their views across the curriculum. • Positive relationships with parents and carers. • Pupil voice groups will continue to work with 				<ul style="list-style-type: none"> • All risk assessments are in place and reflect on pupils' additional needs. • Parents and carers feel informed and included in all decisions regarding their child and their education.
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		<p>SLT (JLT, DEI and house captains).</p> <ul style="list-style-type: none">• DEI champion/lead in place with pupil representation- lead assemblies and monitor school provision.<ul style="list-style-type: none">• Quiet classrooms and corridors, child facing teacher to facilitate lip-reading (and/or angled towards the teacher, to optimise hearing to the best ear.• Clear enunciation and considered talking speed.• Fire alarms accompanied with flashing lights.• Pupil faces teacher, glasses worn.• Modified print if needed.• Use of IT and technology as needed.				
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	<p>To ensure that teaching and learning methods and environment supports pupils with SEMH needs.</p>	<ul style="list-style-type: none"> • Layout of classroom • Time out • Clear targets • Clear behavioural expectations. • Calm corners • The Hive and sensory toom used as support. • Pastoral support as needed, including from the Advisory Team. 	<ul style="list-style-type: none"> • Continually review provision. • Ensure all calm corners are as specified by SLT • Continue to work with outside agencies and APs • Ensure all SEMH interventions are tracked. 	<p>Class teachers With support from the SENDCo and SEND Team</p>	<p>As needed</p>	<p>All pupils can access the curriculum. Barriers to learning are removed.</p>
	<p>To ensure that teaching and learning methods and environment supports pupils with physical needs.</p>	<ul style="list-style-type: none"> • Examples of resources used: adapted seating, weighted blankets, lap cushions, standing desks etc. • Therapy programs as advised by external professionals. • Rest and movement breaks as needed. • Use of calm corners, sensory breaks and sensory room. 	<ul style="list-style-type: none"> • Continue to work with relevant agencies • Support parents with appointments if needed 	<p>Class teachers With support from the SENDCo and SEND Team</p>	<p>As needed</p>	<ul style="list-style-type: none"> • All pupils can access the curriculum and be successful. • Barriers to learning are removed.
	<p>To ensure that teaching and learning methods and</p>	<ul style="list-style-type: none"> • Autism-friendly approaches incorporated 	<ul style="list-style-type: none"> • Continue to work with Autism outreach. 	<p>Class teachers With</p>	<p>As needed</p>	<ul style="list-style-type: none"> • All pupils can access the curriculum.

	environment supports pupils with Autism / suspected Autism.	<p>universally in QFT (eg visual timetables).</p> <ul style="list-style-type: none"> In addition, specific further adaptations are made for individual pupils. Environments have reduced over stimulation and there is a consistent approach to displays across the Academy. 	<ul style="list-style-type: none"> Continue to work closely with Cadmus. Seek support from ATT as needed. Continue to Invite parents in for regular reviews. Ongoing staff CPD. SEND parent coffee mornings. 	support from the SENDCo and SEND Team		<ul style="list-style-type: none"> Barriers to learning are removed.
	To ensure that effective speech and language provision in EYFS and across KS1, with improved early identification and intervention	<ul style="list-style-type: none"> WellComm, screening programs used for early identification of SALT needs. Targeted support and intervention provided, often by specialist TAs with support from external therapist as needed. 	<ul style="list-style-type: none"> Ongoing CPD for staff. Liaise with outside agencies and continue to build on successful relationships. Regular assessment, plan do and review. Continue to offer high-level interventions 	Class teachers With support from the SENDCo and SEND Team	Ongoing	<ul style="list-style-type: none"> All pupils can communicate and interact effectively, removing barriers to progress. All pupils can access the curriculum.
	To ensure that improved identification of (and provision for) pupils who have specific	<ul style="list-style-type: none"> SENDCo is a trained specialist teacher for dyslexia and can support training 	<ul style="list-style-type: none"> Ongoing staff CPD for staff. Liaise with outside agencies. 	SENDCo, SEND Team and specialist SALT TAs	Ongoing	<ul style="list-style-type: none"> All pupils can access the curriculum. Barriers to learning are

	learning difficulties e.g. dyslexia	<p>for the Assistant SENCo on identification tools and possible resources.</p> <ul style="list-style-type: none"> • Training cascaded to staff • Resources purchased to support dyslexic pupils in school. 	<ul style="list-style-type: none"> • Early testing • Continue to use SEND concerns to alert SENCo of possible additional needs 			<p>removed.</p> <ul style="list-style-type: none"> • Pupils are supported to manage their learning difficulties.
	To ensure that all pupils can access residential trips (including those with SEN and/or medical needs or disabilities) and any other off-site visit.	<ul style="list-style-type: none"> • Through discussions with parents, staff and providers, reasonable adjustments are made to enable inclusion. Pre-visits, additional staffing, accessibility of transport and accommodation etc. 	<ul style="list-style-type: none"> • Continued staff CPD around supporting SEND on residential trips and other off-site visits. • At least one member of staff high needs trained for each residential. • SENCO/DSL and Deputy DSL to attend residential with children who have significant needs and a risk assessment is in place. • Medical kits to be taken with staff fully trained to use them (at least 1 member) 	Class teachers With support from the SENCo and SEND Team	Ongoing	<ul style="list-style-type: none"> • All pupils can access the enrichment elements of the curriculum. • Barriers to inclusion are made through reasonable adjustments.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	All staff working within a year group have an awareness of the need within that year.	<ul style="list-style-type: none"> There are care plans in place and records of any personal care that has taken place for example: giving eye drops, checking temperature, thickening of liquids and changing. These are updated on Medical Tracker. All plans are written with the involvement of the pupil, parents and other professionals where required. Each class has a class folder with pupils' details which is then accessible to anybody covering the class. 	<ul style="list-style-type: none"> Transition is carefully planned so that all relevant information is passed to the receiving staff. Professionals for example OT and SALT visit regularly to assess the changing needs of the pupils and advise of any changes required. SENDCO and SENDCO assistant discuss pupils needs with the staff within a year group. Staff receive regular training from SENDCo, ATT, SALT, CADMUS and other professionals where required. 	<p>SENDCo</p> <p>Year group staff</p> <p>SENDCo assistant.</p> <p>Safeguarding Team</p> <p>Office Manager/Health and safety lead.</p>	On-going as needs change regularly.	<ul style="list-style-type: none"> All pupils regardless of if they have a disability have access to the same education benefits as their peers. Relevant staff are aware of the needs of the pupils and are trained to ensure that any additional needs are met.

			<ul style="list-style-type: none"> Audit the needs, provision and resources in place to ensure that we are endeavouring to overcome any barriers to learning. 			
	Access to IT Facilities	<ul style="list-style-type: none"> All classrooms have an interactive board. Lessons can be interactive, in the moment and prepared screens (lesson plans) have images and symbols that support learning and match concrete resources. The background colour on the IWB can also be changed to suit pupils needs. I-pads are used within classrooms where possible to support pupils who have difficulty reading from the board. 	<p>Continued CPD for staff.</p> <p>Lesson Walks, book monitoring and drop-ins</p> <p>Continue with the subscription and use it to support parents understanding too.</p> <p>Update and replace technology when able.</p>	<p>SENDCo and Computing lead.</p> <p>SLT</p> <p>Teachers, TAs, SENDCo and SEDNCo assitant</p>	On-going	<p>Adaptations and tweaks are in place to ensure that all pupils can access the teaching and learning opportunities available.</p> <p>Visuals and symbols enhance pupils understanding.</p> <p>IT facilities are used to</p>

		<ul style="list-style-type: none"> • I-pads are also used to provide pupils with opportunities to practise skills that they may find difficult. For example: spelling. • Laptops can be used to support those pupils who may have difficulty reading and writing as the dictate and read aloud are used (or talking tins for younger pupils). 				
	<p>Adapting the environment to suit need e.g. ramps, elevators, corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves and wheelchair height</p>	<ul style="list-style-type: none"> • We have a disabled toilet with easy access. • There is an electric changing bed the disabled toilet, • Sinks are at a level that is friendly to wheelchair users. • The majority of classrooms are ground-level access. Classrooms are moved around to 	<ul style="list-style-type: none"> • The elevators and other electric equipment need to be maintained and serviced regularly. • For staff to be trained to use the equipment safely. 	<p>SENDCo, Office Manager, Site Supervisor and ATT estates,</p> <p>SENDCo to contact relevant professionals to support.</p>	<p>On-going</p>	<ul style="list-style-type: none"> • So that the whole school inside and outside is fully accessible to pupils, parents and other visitors that may have a disability. • Pupils build their independence and self-help skills in preparation for the next stages in their lives.

		<p>support children with mobility issues.</p> <ul style="list-style-type: none">• The corridors are wide enough for wheelchair access.		<p>Estates and Onsite manager. (Ensure that they are maintained, clear and safe.)</p>		<p>The building is totally accessible for anyone dependent on a wheelchair.</p>
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	<p>Consider physical and environmental needs for escape routes in fire/ lock down.</p>	<ul style="list-style-type: none"> • Pupils who have an additional need that may impact on the escape routes have in place their own PEP. (Personal, Evacuation, Plan.) This is shared and signed by the pupil, parents and staff that come in contact with the pupil. • Fire Drills and Lockdown drills are practised regularly and if any difficulties are highlighted, the plan is changed to overcome this. 	<ul style="list-style-type: none"> • New PEPs are written and shared at the start of each academic year. • Fire drills are planned and carried out regularly. • Lock down procedures are also practised at the start of a new academic year. • The practises take place at different times of the day to cover a range of scenarios. For example; during lunch time. 	<p>Principal, SENDCo, Site Manager and Office Manager.</p>	<p>Plans revised at the start of the academic year. (New classroom and route.)</p>	<ul style="list-style-type: none"> • All pupils are confident with Fire Drill procedures and what to do if there needed to be a lock down. • Pupils are able to get to a place of safely in a timely manner. • All pupils feel safe within school.
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Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of accessible information to pupils with disabilities	<p>Our academy uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Translations as needed • Class Dojo 	<ul style="list-style-type: none"> • Use of larger print • PECS • Makaton • Widgets • Coloured overlays and rulers • Informative and supportive displays around school 	<ul style="list-style-type: none"> • Continue to work with outside agencies such as Cadmus. • Staff CPD to cover any identified needs. • Seeking support from the Trust (reviews). • Continue to use My Child At School on BromCom so parents can access information about their child in school. • New and refresher courses for Makaton training. • Update the directory of outside agencies and other professionals to signpost the parents to for support. • Keep website updated 	Estates JWW - SENCo	Dec 24	<ul style="list-style-type: none"> • Signage is clear and understandable to all. • All stakeholders can access translations on Class Dojo. • The website provides current information that is accessible to parents.
	The Academy considers: Students, different needs, adult needs, staff	<ul style="list-style-type: none"> • Use of translations on Class Dojo. • Information collated at entry to the 	<ul style="list-style-type: none"> • Ensure staff continue to provide information for the newsletter. 	Office manager	Halt termly	<ul style="list-style-type: none"> • All stakeholders can access the newsletter and other school information.

	needs and parent/ carer needs	<p>academy shared with all relevant people so that they are aware of needs.</p> <ul style="list-style-type: none"> • Access arrangement meetings for children with significant needs. • EVERY training available to all staff for example: Working from heights, Manual handling and First Aid. • Early identification of pupils needs through observations and assessments. • Pupils are quickly referred to other professionals for example; Speech and language, OT and School Nursing. • SEND coffee mornings to support parents – with guest speakers and training. 	<ul style="list-style-type: none"> • To signpost all staff to the training available on EVERY and ensure that staff can access EVERY. • To re-visit the gradual response that is in place for pupils who staff have concerns about. • To have a system where we follow up on referrals made where we have not received a satisfactory response. • Use SALT and CADMUS to deliver further staff training, so interventions can benefit 	<p>SENDCo</p> <p>Teachers SENDCo</p>		
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	<p>Written materials will be available in a variety of different supportive formats</p>	<ul style="list-style-type: none"> • All information for parents is presented on Dojo which translates the information into other languages making it accessible to all. • Printed copies available • Enlarged text and copied onto coloured paper – depending on the presenting needs. 	<ul style="list-style-type: none"> • The academy should ensure the school newsletter and information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers. • Regularly review the needs of the pupils who are visually impaired or are sensitive to light as their needs may change. Ask for support from VI team if required. 	<p>Principal Office manager</p>	<p>On going</p>	<ul style="list-style-type: none"> • Delivery of Academy information to parent and carers, as well as the local community, is improved. • Pupils who have a visual impairment are not put to a disadvantage due to it.
	<p>Support is available to parents with low standards of reading and writing to complete forms and admissions paperwork</p>	<ul style="list-style-type: none"> • IT sessions available in school • Early help support. • Liaise with local colleges to support adult learning. 	<ul style="list-style-type: none"> • Ongoing training for parents • Parents coffee morning for SEND to continue. • Early help to be continued to be offered. • Continue to work with outside agencies, including signposting parents to courses available 	<p>Pastoral lead</p>	<p>On going</p>	<ul style="list-style-type: none"> • Parents are able to submit referrals and applications on time. • Increased confidence in parents when they are asked to complete forms.

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Measuring the Impact of the Policy

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.