



John Taylor Free School Accessibility Plan 2023-26

Implementation Date: September 2023
Review Date: September 2024

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1. Aims

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

John Taylor Free School will develop academic success which enables students to continue their educational journey, in addition to those characteristics which enable them to thrive personally and in society – our students will **“succeed and thrive”**

The plan will be made available online 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, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

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 students 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 an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<p>We have a complex and coherent curriculum, whereby all content is well planned, connected and links referred to regularly making learning meaningful for all students.</p> <p>Our excellent practice document details our school commitment to learning that is appropriately and effectively personalized to ensure that everyone can achieve or exceed their individual targets. We teach to the top and scaffold learning appropriately.</p> <p>We consult external agencies where necessary to ensure our physical resources are tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with individual needs.</p> <p>Targets are set effectively and are appropriate for students with individual needs.</p> <p>The Professional Learning programme is a key feature of JTFS. 2 hours each week dedicated to using the latest research to inform practice, collaboratively plan and share ideas within a coaching culture. Where appropriate, Professional Learning is led by external agencies such as the Hearing-Impaired Team and the Autism Inclusion Team.</p> <p>BSL interpreters are provided as required.</p>	<p>To regularly review the individual needs of the students to ensure they have maximum access to the curriculum.</p>	<p>For students with a disability, ensure there is a Learning Passport and/or Individual Health Care Plan in place and developed alongside specialist services as required</p> <p>Ensure all relevant staff are aware of the plan(s) and where to access.</p> <p>Review the plan(s) as required, but at least annually, to include a review of physical resources or staffing and training needs.</p> <p>Training to be arranged and implementation monitored as required.</p>	<p>SENDCo / Deputy SENDCo/Assistant SENDCo / specialist advice</p> <p>SENDCo / Deputy SENDCo/Assistant SENDCo</p> <p>SENDCo / Deputy SENDCo/Assistant SENDCo</p> <p>SENDCo / SLT</p>	<p>When a student is offered a place. Prior to start date.</p> <p>ASAP prior to start date.</p> <p>As required + annual SEND review meeting</p> <p>As required</p>	<p>Students and parents/carers feel fully supported.</p> <p>Specific management plan is in place and developed using specialist knowledge.</p> <p>Plan is developed as required so remains specific.</p> <p>Stakeholder feedback is positive and demonstrates equal access.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>John Taylor Free School is extremely fortunate in that it is a bespoke, new building. Accessibility has been carefully considered at the design stage of the build and has resulted in a modern and welcoming environment for all students, staff and visitors with a substantial number of accessibility features already in place:</p> <ul style="list-style-type: none"> • one main access point at the front of the school for all visitors. This is clearly signposted. • once within the building, adequate access points which are clearly signposted and from a range of points to ensure easy departure of the building should it be required. • wide corridors to allow ease of movement around the school • excellent lighting to ensure clarity of vision • walkways outside of the building which have alternatives to steps and allow space to pass • a lift, central to the building to allow access to each floor • a room on the ground floor, with a hoist to allow for supported movement • disabled toilets and changing facilities • gender neutral and single toilets to support students, staff, and visitors of any gender • parking facilities that are specifically assigned to drivers who are classified as disabled • sensory room in place on the second floor • specific individual needs room • height adjustable desks in all classrooms and accessible library shelves • School transport is accessible to those with physical disabilities • Planning meetings are held with families and professionals and resources sought where reasonable. 	<p>To promote equality through positive role modelling</p>	<p>Embed an ethos which promotes equality</p> <p>Deliver inclusion awareness sessions via the PSHCE curriculum</p> <p>SMSC is established as part of the Schemes of Learning for all curriculum areas</p> <p>Consideration of displays used, to include students with disabilities</p> <p>Ensure assembly planning, promotes all students, including those with disabilities</p> <p>Consider the reading literature available, to include all genders, abilities, race etc.</p> <p>See also: Aim 1</p> <p>Regular servicing and maintenance of accessible equipment.</p>	<p>All SLT</p> <p>All PSHCE Lead</p> <p>All SLT Wellbeing Lead</p> <p>All SLT</p> <p>SLT</p> <p>SLT Literacy Lead</p> <p>SENDCo / Deputy SENDCo/Assistant SENDCo / specialist advice</p> <p>Site Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All feel fully supported.</p> <p>Open environment.</p> <p>Increased understanding and empathy.</p> <p>Improved aspirations.</p> <p>Reduced prejudice and stereotyping evident.</p>

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<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Trained LSAs and staff to provide appropriate support to enable students with individual needs to access the curriculum and the physical environment. • Internal signage • Large print resources • Radio Aids for Hearing Impaired students • Pictorial or symbolic representations • Use of alternative technology such as the accessibility features part of Microsoft 365. This will support users who are dyslexic or who have a visual impairment, for example • BSL interpreters made available as required. • Language interpreters available where possible 	<p>Review the delivery of information to students and visitors with a disability.</p> <p>To ensure all communication can be accessed by all stakeholders</p>	<p>Request feedback from any student or visitor who requires the accessibility features of the site or school communication to ensure we are making our best endeavors to support equal access.</p> <p>Review the school website.</p> <p>For any communication that is electronically based, ensure paper versions are available</p> <p>Regularly monitor parent/carer access to Bromcom to improve parental engagement and query if access is not in place</p>	<p>SLT SENCo Site Team</p> <p>SLT</p> <p>SLT Administrative Team</p> <p>All Staff responsible for system</p>	<p>Ongoing</p> <p>September 2024</p> <p>Ongoing</p> <p>Ongoing, but priority for new admissions</p>	<p>Allows review of access and further development if required.</p> <p>All stakeholders have equal opportunity to access all communication and information from school.</p> <p>Excellent parent/carer engagement.</p> <p>Improved outcomes for students.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions policy