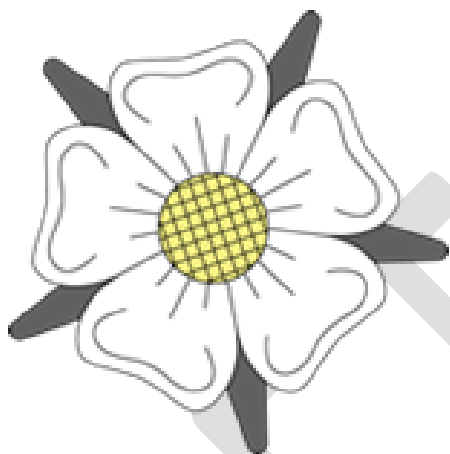




# John Taylor Free School Accessibility Plan 2026-29

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| Author               | SENDCo         |
| Implementation Date: | September 2026 |
| Reviewed:            | May 2026       |
| Next Review due:     | May 2029       |

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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 and parents/carers 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Increase access to the curriculum for students with a disability | <p>The school's inclusion vision, <i>"All students to succeed and thrive,"</i> is supported by an <i>"Everyone Welcome, Everyone Included"</i> ethos. Language is positive, referring to <i>"Individual Needs"</i> and <i>"Students with disabilities."</i></p> <p>We offer a complex, coherent curriculum in which content is well planned, connected and regularly revisited to make learning meaningful for all. Specialist LSAs receive weekly professional learning to ensure students are appropriately supported to make progress.</p> <p>Learner passports are reviewed at least termly, shared with all staff and used to inform class learner profiles, ensuring adaptive teaching strategies are in place. Our excellent practice document outlines our commitment to personalised learning so all students can achieve or exceed their targets. We teach to the top and scaffold learning appropriately, including through accessible technology.</p> <p>Teachers receive relevant training on specialist equipment, such as radio aids for Hearing Impaired students. Access arrangements are in place and regularly reviewed to ensure equal opportunities for success. Enhanced transition is planned and information shared to support transitions. We consult external agencies when needed to tailor physical resources for students requiring additional support.</p> <p>Curriculum resources include representation of people with disabilities and diverse ethnic backgrounds. Curriculum progress is tracked for all students, including those with individual needs, and targets are</p> | To regularly review the individual needs of the students to ensure they have maximum access to the curriculum. | <p>Develop a stronger understanding of equality vs equity by implementing reasonable adjustments to ensure fair access for all and enhance staff awareness through targeted training. Update the behaviour policy to include reasonable adjustments and monitor the effectiveness of implementation.</p> <p>Increase staff awareness of hidden disabilities through SEND register updates, monitoring of achievement and progress points, and reviewing progress data to include all forms of disability. Improve visibility and accessibility on entry to school by considering visual and hearing impairment barriers, reviewing the use of QR codes for instant interpreter access, developing EAL resources and promoting LGBTQ+</p> | <p>SENDCo / Deputy<br/>SENDCo / Assistant<br/>SENDCo / specialist advice</p> <p>SENDCo / Deputy<br/>SENDCo / Assistant<br/>SENDCo</p> | <p>When a student is offered a place. Prior to start date. On-going</p> <p>Ongoing</p> | <p>Evaluate student data to ensure that students with disabilities make equal progress to their non-disabled peers and access an equity range of enrichment activities. Use information gained to inform accessibility policy and equality review processes.</p> <p>Feedback is formally obtained from all stakeholders and reflects positively upon access being equal for all.</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</p> |

| AIM | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | OBJECTIVES | ACTIONS TO BE TAKEN                                                                                                                                                                                                                              | PERSON RESPONSIBLE                                                           | DATE TO COMPLETE ACTIONS BY                                        | SUCCESS CRITERIA                                                                                            |
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|     | <p>set effectively and appropriately.</p> <p>Professional Learning is a key feature of JTFS, with weekly sessions using the latest research to inform practice, support collaborative planning and develop a coaching culture. External agencies, such as the Hearing-Impaired Team and Autism Inclusion Team, contribute where appropriate.</p> <p>BSL interpreters are provided as required, and BSL is promoted through displays, enrichment and the Personal Tutor program.</p> <p>Risk assessments are carried out, shared and followed.</p> |            | <p>inclusion in reception and across the school.</p> <p>Review individual plans as required, and at least annually, including physical resources, staffing and training needs.</p> <p>Arrange training as needed and monitor implementation.</p> | <p>SENDCo / Deputy<br/>SENDCo / Assistant<br/>SENDCo</p> <p>SENDCo / SLT</p> | <p>As required + annual EHCP review meeting</p> <p>As required</p> | <p>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                                                                                                                                                                      |
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| Improve and maintain access to the physical environment | <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"> <li>• one main access point at the front of the school for all visitors. This is clearly signposted.</li> <li>• 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.</li> <li>• wide corridors to allow ease of movement around the school</li> <li>• excellent lighting to ensure clarity of vision</li> <li>• walkways outside of the building which have alternatives to steps and allow space to pass</li> <li>• a lift, central to the building to allow access to each floor</li> <li>• a room on the ground floor, with a hoist to allow for supported movement</li> <li>• disabled toilets and changing facilities</li> <li>• gender neutral and single toilets to support students, staff, and visitors of any gender</li> <li>• parking facilities that are specifically assigned to drivers who are classified as disabled</li> <li>• sensory room in place on the second floor</li> <li>• specific individual needs room</li> <li>• height adjustable desks in all classrooms and accessible library shelves</li> <li>• School transport is accessible to those with physical disabilities</li> <li>• Planning meetings are held with families and professionals and resources sought where reasonable.</li> </ul> | To promote equality through positive role modelling | <p>Embed an ethos which promotes equality</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>Corridors, facilities and learning environments kept free from obstruction</p> <p>Meet with professionals, parents and students with disabilities to ensure environment can meet an individual needs, implement adjustments, risk assessments and reviews as appropriate</p> <p>Regular service 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 Literacy Lead</p> <p>All</p> <p>SENDCo / Deputy SENDCo / Assistant SENDCo</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> |

| AIM                                                               | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | OBJECTIVES                                                                                                                                                   | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | PERSON RESPONSIBLE                                                                                                                                                                                         | DATE TO COMPLETE ACTIONS BY                                                                         | SUCCESS CRITERIA                                                                                                                                                                                                                                              |
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| Improve the delivery of information to students with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Trained LSAs and staff to provide appropriate support to enable students with individual needs to access the curriculum, the physical environment and make progress.</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Radio Aids for Hearing Impaired students</li> <li>• Pictorial or symbolic representations</li> <li>• Use of alternative technology such as the accessibility features part of Microsoft 365. This will support users who are dyslexic or who have visual impairment, for example. iPads are available to support EAL learners’.</li> <li>• BSL interpreters made available as required.</li> <li>• Language interpreters available where possible</li> </ul> | <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>The school website will comply with applicable accessibility requirements and accessibility issues identified through review will be addressed in a timely manner. Promote information sharing through Newsletter</p> <p>For any communication that is electronically based, ensure paper versions are available</p> <p>Regularly monitor parent/carers access to Bromcom to improve parental engagement and query if access is not in place</p> <p>Gather pupil, staff and parent voice</p> | <p>SLT<br/>SENCo<br/>Site Team</p> <p>SENDCo/SLT/IT Technician</p> <p>SLT<br/>Administrative Team</p> <p>All<br/>Staff responsible for system</p> <p>SENDCo / Deputy<br/>SENDCo / Assistant<br/>SENDCo</p> | <p>Ongoing</p> <p>September 2027</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/carers 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, who will receive relevant updated on progress against the Accessibility Plan objectives.

#### 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