

Jasper City School Accessibility Plan

September 2020 to August 2023

Introduction

At Jasper City School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Every person in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. ***We work hard to ensure there are no invisible children in our school community, recognising the uniqueness, progress and success of all.*** We appreciate learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.



We are an independent school for boys and girls with an age range from 3yrs to 16yrs. The school comprises of one building covering three floors: a ground, first and second floor (see premises plan below).

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information, so that all learners with a disability can take full advantage of their education and associated opportunities.

Key Aims

To increase and eventually ensure that learners with a disability have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Jasper City School's Aims

- Embrace a partnership between the school and home.
- Offer to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed and ability.
- Children will be helped to appreciate that they are members of the wider community in its richness and diversity.
- The curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills,

attitudes and values.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors 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 that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Definition of disability

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.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

Objectives (incl. Vision and Values)

At Jasper City School, we are committed to providing a fully accessible environment, as far as is reasonably practicable, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance, support and inclusion within the school.

The school acknowledges and values parental 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.

Jasper City School plans to improve and increase the accessibility of provision for all pupils, staff and visitors to the school, within a given timeframe, and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The following areas will form the basis of the Accessibility Plan with relevant and timely actions to:

- **Increase access to the curriculum for pupils with a physical disability and/or sensory impairments**, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the

school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe;

- **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- **Improve the delivery of written information to pupils, staff, parents and visitors with disabilities**; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Jasper City School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. We also plan to improve the gathering of information through questionnaires etc. from staff, parents, carers and students. Whole school training will satisfy the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Improvement to the physical and learning environment

An Action Plan (see below) relating to these key aspects of accessibility will be drawn up with consultation between the Directors, Governing Body and the Staff at the school. We will involve disabled people in identifying priorities and barriers where possible. We will also use any information gained from students, parents or carers. It will be in place by the end of this three-year period and will be reviewed and adjusted on an annual basis.

Management, Coordination and Implementation

The school will endeavour to identify any disabled people, whether staff, students or parents and to collect information when recruiting and selecting new staff via a confidential staff questionnaire and we will give existing staff the opportunities to raise personal issues.

It is acknowledged that there will be a need to raise awareness and train all staff, governors and directors in the matter of disability discrimination. The plan indicates the time frame for achievement and which persons are responsible for the implementation and coordination of various aspects of the plan.

To be able to collect information on the disability of new students, the admissions enquiry form will be adapted to ask if the child has any learning difficulty, medical condition or disability (both physical and mental).

During the Parent Orientation evening all new parents/carers will be asked to complete a short questionnaire detailing any disability or health condition they might have so that we can cater for them adequately when they visit the school. All information will be handled with confidentiality.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Policy
- Special Educational Needs (SEN) Policy
- Health & Safety Policy (including Emergency Plan)
- Risk Assessments Policy
- Admissions Policy
- School Prospectus
- Behaviour Policy
- Curriculum Plan Overview Policy
- School Improvement Plan
- Teaching and Learning Policy

Monitoring and Review

While the directors and governors are ultimately responsible for the implementation of the plan and for reviewing it regularly by means of reports from the Senior Administrator, the management and monitoring of the plan will fit in with the existing management and school development planning systems. The Parents Handbook will publish that the plan is available on request and in a number of formats if required, subject to appropriate notice being given.

Specific elements of the plan and its annual reviews may require consultation with individuals or representatives from external agencies in order to ensure their effective implementation. We will look to conduct future reviews of the Accessibility Plan in consultation with the directors and the pupils, parents and staff of the school.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all the building works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan, to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Financial Planning and control

The Finance Director, Head Teacher and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

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The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Governors.

The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved (Sign): M.Kintu

Date: 22 September 2020

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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

- **The Governing Body**
- **The Head Teacher**

A plan of the school building showing areas of accessibility is shown below

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An Access Audit was carried out by the HT and COG September 2020. Recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Accessible washroom	Door to open outwards Hand dryer to be lowered	Christmas Holidays 2020	£100
2.	Parking	To ensure there is a clearly marked disabled car parking bay on the site	Christmas Holidays 2020	£10
3.	Fire Exit Doors	Yellow paint to door threshold	Christmas Holidays 2020	£10

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ACCESSIBILITY PLAN

Schedule 21: Action Plan A – Improving Access to the Physical Environment – statutory

Accessibility Outcome (what is the concern?)	Recommendation / Action to ensure outcome	Time Scale and Term (long, medium or short)	Priority (High, medium or low)	Cost	Responsibility	Date Completed	Notes
Foyer, entrance to Main Office & Main Hall	Keep clear from any obstructions all the time	Immediate	High	None	All members of staff	ongoing	
Disabled Parking	A space to be provided	Medium	Low – no prospective parent/student identified.	£10	To hire a decorator to paint markings	Christmas Holidays 2020	
Accessible Washroom	In place on the Ground Floor	N/A	N/A	None	N/A	In place	
Changing and shower facilities	Disabled persons can change in the washroom. No designated accessible shower, however, showers are big enough to accommodate disabled users.	N/A	N/A	None	N/A	In place	
General Access for disabled students	Assess, with the assistance of prospective disabled pupils and their parents, friends. Make possible improvements	Immediate and ongoing	Medium	None	SLT	Ongoing	

Ensuring inclusion in the school community

Accessibility Outcome (what is the concern?)	Recommendation / Action to ensure outcome	Time Scale and Term (long, medium or short)	Priority (High, medium or low)	Cost	Responsibility	Date Completed	Notes
Gathering information	Any new staff and pupils with	Immediate and ongoing	High	None	HT, BOM, BOA		

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from staff and pupils for Fire Safety reasons	disabilities will be asked to complete a PEEP (personal emergency evacuation plan)						
Collecting any relevant information relating to this plan from parents	Questionnaire to be given to parents to complete regarding any disabilities or health conditions they might have	Immediate and Ongoing	High	None	SLT		
Admissions Enquiry Form	Admissions enquiry form to include the following question: 'Does your child have any learning difficulty, medical condition or disability?'	Immediate and Ongoing	High	None	SLT		

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Schedule 22: Action Plan B – Improving Access to the Curriculum – statutory

Accessibility Outcome (what is the concern?)	Recommendation / Action to ensure outcome	Time Scale and Term (long, medium or short)	Priority (High, medium or low)	Cost	Responsibility	Date Completed	Notes
Differentiation in Teaching and Learning	ACE curriculum and JCS method already individualised. Diagnostic Test to be suitable for learner's particular disability. SLT to monitor quality of differentiation and provision for SEND pupils.	Immediate and Ongoing	High	Registration and School fees will cover	SLT	Ongoing	
Interventions	Head Teacher to audit current interventions and their success/impact on progress.	Immediate and ongoing	High	Resourcing costs of identified areas to develop	Head Teacher	Ongoing	
Classrooms are organised to promote the participation and independence of all pupils	Head Teacher to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Immediate and ongoing	High	Possible resource implications where gaps are identified	Head Teacher	Ongoing	
Staff training in the production, implementation and review of Provision maps and IPMs and monitoring systems.	Head Teacher to deliver staff training to teaching staff.	January 2021 and ongoing	High	Not applicable	Head Teacher	Ongoing	
Staff training in supporting pupils with SEND – focus on key areas of	Head Teacher and Specialist Trainer to deliver training where possible. Identify gaps in knowledge	Autumn 2020 and ongoing	Medium	CPD for AH and SpTA External	Head Teacher	Ongoing	

need within the school: SLCN, SPLD, ASD, Dyspraxia	and seek external training.			specialist costs (Gill Makinson, consultant and trainer)			
When disabled students join the school	Assess curriculum according to the needs of the student and adjust if able to and appropriate	Ongoing	High	None	SLT		

