

JKHS ACCESSIBILITY PLAN

Aims

The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of JKHS to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students.

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

Within our school ethos, we clearly state the importance of valuing the individuality of all of our students. We are committed to giving all our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We also work closely with students, their parents/carers and any relevant outside agencies in order to remove any potential barriers to their learning. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all students are paramount. We want all students to be happy, healthy and successful as we continue to promote the individuality of all students, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

JKHS is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We support any available partnerships to develop and implement the plan.

Our school 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. We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff and trustees of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to the premises. This policy complies with our funding agreement and articles of association.



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Differentiated curriculum for all pupils • Tailored resources • Curriculum resources include examples of people with disabilities • Curriculum progress tracked • Targets set appropriately • Curriculum reviewed regularly • Small group lessons available • Access arrangements in place for exams • Text, Read and Write software available • EHCP students have allocated key TA • Student support Hub to include access to the Hive and Haven for SEMH support • Universal offer of ELSA • Disabled students have a support plan in place as appropriate 	<ul style="list-style-type: none"> • Ensure curriculum meets needs of all students • Ensure SEND students make comparable progress • Student support guides completed and reviewed 	<ul style="list-style-type: none"> • Staff INSET, lesson obs, performance management • Focused learning walks, book scrutiny, lesson obs (SEND focus) • SEND faculty lead role • Review interventions within the Hub • Student/staff training for software packages • IT device audit 	<p>AHT – T&L SENCo SLT – All ICT Support Finance</p>	<ul style="list-style-type: none"> • All pupils can access lessons through differentiated teaching and tailored resources. • SEND pupils make progress in line with their peers (tracked through school data). • Student Support Guides and support plans are in place, up to date, and reviewed regularly. • Curriculum reviews show adjustments made to meet a range of needs. • EHCP pupils receive consistent support from their allocated TA/key worker. • Assistive technology (e.g. Text, Read and Write) is available and being used effectively. • Hub, Hive, Haven, and ELSA interventions show positive impact on engagement and wellbeing.

					<ul style="list-style-type: none"> • Access arrangements are in place for all eligible students during assessments and exams. • Staff training leads to improved inclusive classroom practice (evidenced through observations and learning walks).
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Environment adapted as required (ramps, lifts, parking bays, toilets, changing facilities) • Lessons timetabled downstairs for pupils with physical disability • Parents of disabled students provided parking permits • All students with physical disabilities have PEEPs – Personal Emergency Evacuation Plan (reviewed annually) • Early passes provided for quiet movement • EVAC chairs in place 	<ul style="list-style-type: none"> • School site fully accessible • All lifts available and in working order • PEEPs ensure maximum access • Act on advice of professionals for sensory/physical impairments • Ensure appropriate classroom furniture 	<ul style="list-style-type: none"> • Review site accessibility, improvements as necessary • TA walk of site with feedback • Service/repair lifts as needed • Annual PEEPs review • Service EVAC chairs, staff training • Audit adjustable tables, stools etc. 	<p>SLT Site Manager SENCo</p>	<p>Site accessible Lifts serviced ongoing PEEPs ongoing EVAC chairs serviced</p>

<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • Range of communication methods used (signage, large print resources, coloured filters, laptops for work recording) • Meetings held downstairs near reception 	<ul style="list-style-type: none"> • Review all signage including pictorial/ symbolic representations • Ensure parents/visitors with disabilities access info and meetings • School environment meets sensory needs • Classroom materials and PowerPoints accessible 	<ul style="list-style-type: none"> • Review communication methods • Add statement to all letters re: access requirements • Continue to roll out calm corridors 	<p>AHT – T&L HT SENCo Site Manager</p>	<p>Signage reviewed ongoing Environment reviewed ongoing</p>
--	---	--	---	--	--

Monitoring arrangements

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

Links with other policies

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

- Risk-assessments
- Health and safety policy
- Equality and diversity policy (inc objectives)
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

Policy reviewed:	September 2025
Reviewed by:	Interim Deputy Headteacher
Review date:	September 2029

