



JEROUNDS ACCESSIBILITY PLAN

October 2024

Review date: October 2027

Accessibility Plan

1 Policy Statement

- 1.1 The Equality Act 2010 requires Jerounds Academy to publish an Accessibility plan in respect of the academy. The plan must cover the Trust's actions to improve accessibility in 3 key areas:
 - increased access to the curriculum for pupils with learning differences and disabilities;
 - improvements to the physical environment to increase access to education and associated services at the academies for pupils learning differences and disabilities; and
 - improvements in the provision of information for pupils with learning differences and disabilities where it is provided in writing for non-disabled recipients.
- 1.2 This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

2 What are the principles behind this policy?

The Trust is committed to:

- demonstrating a commitment to developing access to the school for all pupils
- reflecting the views, wishes, aspirations and concerns of parents and pupils and be based on a culture of high expectations for all
- reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety
- being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- showing how the school plan is coordinated with the LA's strategy
- embedding accessibility within the school improvement process
- making explicit links with the work of other agencies
- including a clear evaluation strategy.

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3 Accessibility Plans

The template strategic accessibility plan for Jerounds Academy is set out in Annex A. The academy is required to submit its accessibility plan for Trust approval on an annual basis. These will be published on the Jerounds academy's website.

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1.0 - Planning Duty 1 - Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Children with SEND to continue to make progress in all areas of the Curriculum.	<p>SLT to monitor use of strategies at QFT through drop-ins and observations.</p> <p>Pre-teaching of vocabulary to be included in each class daily.</p> <p>Embed Talk4Writing</p> <p>ECT training focusing on each area of need.</p> <p>Further training and modelling to be arranged as required.</p> <p>One Plans show detailed outcomes for all SEND learners.</p>	Headteacher / Teachers / SENCO	On-going	<p>Teachers are aware of how to make writing accessible for children with SEND; use alternative ways.</p> <p>Pre-teaching of vocabulary happened daily in every class – visuals for new vocabulary to be displayed in class.</p> <p>Teachers and support staff use visual strategies to support understanding, predictability,</p>	<p>QFT is present throughout the school. Visual Coding and Widgit are evident in books to support and scaffold SEND children.</p> <p>Widgit is now used consistently for vocabulary.</p> <p>Teachers and support staff are implemented Visual Coding, Task Planners,</p>

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		Visual strategies are used to support understanding and working memory			independence and working memory. Teachers and PE specialists know how to adapt PE lessons/Sports day/events/trips to improve accessibility for all pupils	and concrete resources. PE is taught by external specialists, not class teachers. Risk assessments are in place for events and trips.
Medium term	To ensure children with sensory needs are consistently having these needs met; resources are being fully utilised.	All children to have access to regulation space and equipment, within the classroom and outside where individual needs require extra space. Sensory room timetabled for any child to use as required. Develop Gym Trail, making use of outdoor space.	Teachers/ SENCo	Spring 2024	Children with sensory processing difficulties are effectively supported. Sensory and regulation tools are available in class and outside. Children with sensory needs have access to quiet, calm spaces around school, during lesson and	Children have access to sensory toys and the sensory room. Sensory audits undertaken in reception classes due to needs. Children can choose to stay in at break/ lunchtimes in a calm and quiet environment within the

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					unstructured times	school building. Specific children have a 'Can I have a job please?' card they use to regulate themselves. myHappymind is also in place throughout the school.
	New and support staff require further training on supporting children with dyslexia or specific learning difficulties	SENCo/NET's SpT to support teachers to create dyslexia friendly classrooms. SpT to monitor analytic phonics and Morph Mastery	SENCo/Sp teacher	Spring 2023	All staff will provide dyslexia friendly classrooms. All teachers will have an understanding of how to provide multisensory learning	Morph Mastery in place and data from both this and analytic phonics is effective. SEND team have up to date training on Dyslexia from EP and SpT. SpT and Dol to review current

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						classroom practice and consider next steps.
Long term	Staff to embed their knowledge and understanding to effectively plan for and support autistic children as they progress through school	On-going support and training provided by NET's Specialist Teacher for autism. Joint planning between NET Sp Teacher and teachers. Targeted training for ECTs	Headteacher /teaching staff / SENCO/Specialist Teacher	Spring 2024	Staff will be confident when working with autistic children. All teachers will be confident in planning and seeking support where needed.	Monitored by SENCo/NET's SpT.
	Staff to embed their knowledge and understanding of speech and language, creating 'communication-friendly' classrooms with inclusive tools used consistently at QFT.	On-going support and training provided by NET's Speech and Language Therapist and SEND team providing and monitoring S&L programmes. Visual coding training.	Headteacher/teaching staff/SENCo/Speech and Language Therapist	Summer 2024	Staff will be confident when working with children with speech and language difficulties.	

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2.0 - Planning Duty 2- Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	<p>Children with physical disabilities cannot access upstairs classroom</p> <p>Entrance/exit to annex classrooms is an issue for us – main entrance is used</p> <p>Lunch and break time access may be restricted for children with physical disabilities</p> <p>Table height may not be suitable for some children as they move up to KS2</p> <p>Navigating around school can be confusing</p>	<p>Relevant year group will always be allocated in downstairs classroom</p> <p>Children with physical disabilities will have access to manageable and motivating activities during break and lunchtimes</p> <p>Table and chair audits will take place in first week of term and adjustments made accordingly</p> <p>Visuals will be displayed at the entrance to all rooms and areas around school</p>	Headteacher	Immediate effect	<p>Children with physical disabilities can access their learning environment</p> <p>Children will have the appropriate level of independence in navigating around school.</p> <p>Children with physical disabilities will have access to unstructured social time with peers</p>	Constantly under review.

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	<p>Ensure all disabled pupils can be safely evacuated.</p>	<p>Staff photos will be displayed on doors alongside class and staff names</p> <p>A personal Emergency Evacuation Plan (PEEP) for all pupils and staff with difficulties.</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>			
Medium term	<p>Children with disabilities will be able to access all trips and visits</p>	<p>PNI guidance will be used to plan accessible trips and visits.</p> <p>Y6 residential access will be planned for children with physical disabilities.</p> <p>Autistic children will be prepared for trips and visits with visual</p>		<p>Trips and visits will be planned with PNI needs in mind.</p>	<p>Children with PNI are included on class risk assessments.</p>

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		information and schedules.				
Long term	To keep up to date with DfE guidelines, legislations and current research		Director of Inclusion and SENCo	On-going	Fully compliant SEND environment	Constantly under review.

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3.0 - Planning Duty 3 – Information

	Issue	What	Who	When	Outcome criteria	Review
Short term						
Medium term	Access to written information on the website. Ensure access all information is accessible to all community including those who have literacy difficulties.	Include a recording which verbalises the answers to the FAQs. Have FAQs immediately available to reduce time trawling through policies. Include child's voice explaining what school's do well. Include photos of staff.	Communications Officer in collaboration with SEND team.	Summer 2025	The website will be accessible to all regardless of learning differences.	
Long term	Not all our parents are literate and so key information can be missed by them.	Consider alternative methods of sharing this information such as voice notes.	Communication Officer	Summer 2025	All communications will be adjusted to ensure access to all by all.	Working well and all information is being shared via different appropriate methods.

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		Staff to be aware of parents who may find written information inaccessible.	Staff to verbally inform known parents of messages.			
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