**Edward Jenner School**

**3 Year Accessibility Plan**

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|  | **Date** | **Signed** |
| **Date reviewed** | **November 2024** | **E Poole** |
| **Ratified by** | **November 202** | **P Brookes** |
| **Date of next review** | **November 2027 or with new premises** | |

Introduction

In accordance with Schedule 10 of the Equality Act 2010, and the Disability Discrimination Regulations 2005 the school is required to have a 3 year accessibility plan. This plan also conforms to the Children’s and Families Act and the SEND Code of Practice (0-25) 2015 and should be read in conjunction with the school’s SEND and Equal Opportunities Policy. The accessibility plan applies to all pupils at Edward Jenner School.

This accessibility plan addresses:

* How we plan to increase the extent to which pupils with a disability (including those with special educational needs) can participate in the school’s curriculum;
* How we can improve the provision to pupils with disabilities of information which is readily accessible to pupils who do not have a disability
* How we can improve the physical environment of the school in order to increase the extent to which pupils with a disability are able to take advantage of education and associated services of the school.

The Equality Act defines disability as follows: ‘A physical or mental impairment which has substantial and long term adverse impact on a person’s ability to carry out normal everyday activities’. This has some overlap with the definition of ‘special educational needs’ in the Children and Families Act 2014.

At Edward Jenner School (EJS) we value the diversity of the school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to school life; we therefore seek to remove barriers to entry for pupils with special needs and/or disabilities.

Access to the curriculum

Providing all pupils with access to the curriculum is an ongoing and continuous process, we expect to offer individualised provision which we keep under review. Our plan for the next 3 year period includes the following provision for pupils; a full list of current interventions is available on request:

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| Action | Timescale/ Responsibility |
| 1. Assessment of new pupils for additional learning needs  2. Including base-line assessment on joining EJS.  3. Using Lucid to record Reading, Spelling, Non-verbal and learning Styles | On-going / all staff  New staff to be trained. |
| 4. Provision of additional 1:1 support to pupils with an identified need, short or longer term.  5. Bespoke Maths and English Planning  6. Review of additional classroom help supporting in-class differentiation | Monitored by all staff using individual notes (HORNET) recording significant progress or identified difficulties. These notes are collated and form part of our ongoing assessment for intervention and at EHCP annual reviews.  Current review of English Skill progression for implementation in Sept 2022 JC/CL/MB. Maths and Science to follow.  Termly review and discussion to optimise progress / all staff. Staff to discuss TA deployment, review ways to improve support. |
| 7. Provision of additional support out of class in individual, pairs or small groups for social skill development | Solution focussed mentor, Lego communication groups, your choose groups. Social time modelling of behaviour and conversation by all staff. Critical core Dungeons and Dragons for older students.  ‘Know your Game Plan’ individualised planning rolling out to all years to support social emotional development 2021-23  Staff training to optimise use of interventions |
| 8. Identification by learning mentor or break/lunch staff of children who require support with Social and Communication Difficulties | Adaption of Thinking Curriculum Planning, or inclusion in social skills groups |
| 9 Identification of training requirements | Management/ staff discussions about skill acquisition in response to each new cohort  Staff paired working looking to upskill workforce |
| 10 Effective use of examination access arrangements for all eligible pupils with time to train staff and pupils | Staff teaching examination subjects to work with inhouse Educational Psychologists to complete Form 8, ongoing review of provision and examination spaces |

Provision of information

The improvement of the delivery of information to pupils with a disability is, similarly, an ongoing process and, in part, in response to specific needs as and when they arise. Our 3 year plan is as follows:

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| Action | Timescale/ Responsibility |
| 1.Ensure ICT equipment available for external examination or extra time | PB |
| 2. Use of technology to produce teaching materials appropriate to children’s needs e.g. large print, coloured acetates/back grounds | On- going review coloured overlays and paper colours with each cohort/ all staff |
| 3. Ensuring documents and prospectus are available in different formats/ media and this is well signposted | Ongoing review of documents |
| 4. To clearly communicate information for parents and staff to be aware of the systems in place | Home school agreement-  Use of “callouts”, letters and face to face communication. Evaluate with parents at Parent Together meetings as they resume |
| 5 Provision of a translator if required or documents, letters etc. available in different language or format. | On-going as required. |

Physical environment

Edward Jenner School occupies 2 buildings; The Elms, 44 London Road, Gloucester and 100 London Road.

The Elms has classrooms spread throughout the building up and downstairs as well as an external classroom in the school grounds, there is no lift. The school was built c1820 and has many different levels and stairs. However there is wheelchair access to enter the building on the ground floor, the doors are wide enough for a wheelchair and toilets are based on the ground floor with one adapted for wheel chair access. We do make reasonable adjustments for pupils with a disability and wheelchair access -this includes both those adjustments which are financially and structurally possible; for example, we are able to move the Science Laboratory to one of the ground floor classrooms temporarily and we will provide auxiliary aids as and when required.

100 London Road is a 5 storey building built c1880. There is access from the lower ground floor and ground floor. There are toilets on the ground and basement floors. Currently there is no wheelchair access but we would look at making reasonable adjustments where it is allowed by the landlord and financially and structurally possible.

In planning development or improvements to our facilities, we also seek to ensure that new developments will include good access for pupils with a disability. We can meet the needs of current pupils in conjunction with parents and medical advice. Where necessary there is a risk assessment in place for individual pupils with a disability.

Ongoing Commitments:

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| Action | Timescale/ Responsibility |
| 1.To include disability access as part of our ongoing expansion plans | 3 years |
| 2.To ensure fire risk assessment reflects current pupils and where necessary have a PEEP, (Personal Emergency Evacuation Plan) To also have risk assessment in place as far as is foreseeable for visitors to the school | Ongoing with fire checks |
| 3.Get advice regarding new buildings to ensure they meet all legal requirements | 3 years |
| 4.To ensure all new equipment purchased for teaching will be considered as to the suitability of its use by pupils with learning difficulties and/or disabilities, and every reasonable effort is made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces. | ongoing |
| To ensure that seating upgrades for staff occur and that appropriate sized seating is available in every room | With each new cohort |
| To ensure that rest and mindfulness spaces (for self-regulation) are well managed and fit for purpose. Ensure the equipment is appropriate for cohort and upgraded with new research. | Ongoing work to improve the aesthetics of the space |