



ACCESSIBILITY POLICY

May 2024

Table of Contents

1. INTRODUCTION	2
2. LEGISLATION AND GUIDANCE	2
3. DEFINING DISABILITY	2
4. AIMS OF THE SCHOOL	3
5. HOW THE SCHOOL ADDRESSES DISABILITIES & INCLUSION	
5a. OUR COMMITMENT TO INCLUSION	4
5b. DEALING WITH BARRIERS TO INCLUSION	4
5c. STAFF TRAINING	5
5d. FACILITIES, RESOURCES AND EQUIPMENT	6

I. INTRODUCTION

IT IS A REQUIREMENT UNDER THE EQUALITY ACT 2010 THAT SCHOOLS HAVE AN ACCESSIBILITY PLAN. THE EQUALITY ACT 2010 REPLACED ALL EXISTING EQUALITY LEGISLATION, INCLUDING THE DISABILITY DISCRIMINATION ACT.

This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation.”

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 conduct normal day-to-day activities.

The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

Jubilee Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Jubilee Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

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 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.

3. DEFINING DISABILITY

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The [Special Educational Needs and Disability \(SEND\) Code of Practice 0 to 25 Years](#) (DfE, 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability, which prevents or hinders them from making use of facilities of a kind provided for children of the same age in mainstream schools or post 16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above

when they reach compulsory school age or would do so if special educational provisions were not taken into consideration.

Children should not be categorized as having a learning difficulty due to having a difference in their home language. Under the 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.

This plan sets out the proposals of the Governing Board of Jubilee Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act (2010):

- increasing the extent to which disabled pupils can participate in the school curriculum,
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services,
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

4. AIMS OF THE SCHOOL

Jubilee Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Pupils are provided with high quality learning opportunities so that each child attains and achieves all that they can. We promote an ethos of care and trust where every member of our school community feels that they truly belong and valued.

Jubilee Strapline: Inspiring Imaginations

The school vision:

We want children who come to jubilee to be:

- Achievers – to leave meeting their full potential.
- Readers – nurturing a joy of reading.
- Adventurous – engaging children with rich experiences
- Creative – inspiring imagination through creative expressions
- Happy – prioritising wellbeing, personal, social and emotional development

These are the ingredients of a Jubilee child. Jubilee Values: Friendship, Respect, Excellence

The school and its staff are committed to offering a high quality education to all nursery and primary aged children in the community in line with the requirements of the [SEN and Disability Act \(2001\)](#).

This school promotes inclusion and will take all reasonable steps to ensure that nursery and primary aged children with a disability or SEND are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interests of the pupil and to maximise educational opportunity.

5. HOW THE SCHOOL ADDRESSES DISABILITIES & INCLUSION

a. OUR COMMITMENT TO INCLUSION

At Jubilee Primary School we welcome and value all children no matter their special need or disability and strive to deliver a fully accessible social and academic curriculum. We have adapted systems and structures to make our school a more 'inclusive' school e.g. curriculum, attitudes, values and the building. Equally important is our intention to make the school accessible to parents, carers and the wider community in order that they have access to meetings with teachers, social events and extended school activities. We are committed to working collaboratively with parents to support pupils access their high-quality learning provisions.

This policy should be read in conjunction with school:

- Safeguarding and Child Protection Policy
- Attendance Policy
- SEND Information Report
- Admissions Policy
- Teaching and Learning Policy
- Medical Needs Policy
- SEND Policy

These can be found on the Jubilee Primary School [website](#).

b. DEALING WITH BARRIERS TO INCLUSION

We recognise that a child has special education needs if they have significantly greater difficulties in learning than the majority of children of the same age: some children have specific learning difficulties in certain areas of the curriculum; some have physical difficulties which affect their access to the curriculum. We understand that the needs of a child may relate to Communication and Interactions; Cognition and Learning; Social, Emotional and Mental Health; and Physical and Sensory needs. There are several ways in which we continually evaluate and monitor pupils at risk of disability discrimination:

- Phase meetings, observations, book looks, learning walks and pupil progress reviews are held termly to ensure effective planning and monitoring of teaching and learning and to ensure inclusion of all pupils regarding on and off-site activities. School Support Plans may be planned in termly if a child has a SEND need.
- There are additional policies to inform provision and support for our children i.e. Special Educational Needs and Inclusion Policy, Teaching and Learning Policy, Assessment Policy, Equalities Policy and Curriculum Policies.

c. STAFF TRAINING

The school's Professional Development Policy covers the needs of all the staff, teachers, governors, classroom assistants, and lunchtime supervisors. Priorities are identified through the School Improvement Plan, annual appraisal interviews, and individual assessment meetings or in person with the Inclusion Manager. Training may take place in a variety of ways:

New starters are brought up to speed on school policies/procedures and best practice by;

- An induction process led by their line manager introducing them to relevant policies and information.
- Attending courses held by the Hackney Education and other external agencies.
- School INSET days.
- Opportunities for discussion with outside professionals and specialist teachers.

d. FACILITIES, RESOURCES AND EQUIPMENT

Jubilee School is a single-storey, ground floor building and hence suitable for wheelchair users. The

building has wheelchair access to both main and side entrances, the new sports and drama hall, and down to the lower playground. There is a wheelchair user's toilet situated within the main building. Classroom doorways in Key Stage Two (KS2) are ramped. All internal rooms and corridors are accessible.

Some of our children have complex needs such as Autistic Spectrum Disorder and when necessary, we provide appropriate furniture and toys such as chairs, bean bags, multisensory resources.

It is required that the school's accessibility plan be resourced, implemented, reviewed and revised, as necessary.