



Outcomes
First Group

ACCESSIBILITY PLAN

For Acorn Education and Options Autism
Schools and Colleges

JUBILEE SCHOOL

ACCESSIBILITY PLAN

Review Period: Annually

Reviewed Annually By: Senior Leadership Team and Governing Body

Next Review Date: Annually

1. Introduction

This Accessibility Plan has been prepared in compliance with Schedule 10 of the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice.

The purpose of this plan is to ensure that Jubilee School continues to improve access to education for pupils, staff, parents, carers, and visitors.

The school is committed to providing an inclusive environment where everyone is treated fairly and with dignity. We aim to reduce and eliminate barriers to participation in the curriculum, physical environment, and access to information.

Current accessibility features include:

- Most classrooms located on the ground floor
- Portable ramp available for stepped access
- Disabled toilet facilities on the ground floor
- Clear signage across the school site
- Safe and welcoming learning environment
- Flexible teaching spaces for individual and small group learning

Implementation of this policy is the responsibility of all staff, led by line managers, Senior Leadership Team (SLT), and Governors.

2. Definition of Disability

Under the Equality Act 2010, a person is considered disabled if they have:

“a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

This plan applies to pupils, staff, parents, carers, and visitors.

3. Key Objective

The key objective of this Accessibility Plan is to reduce and eliminate barriers to access to:

- the curriculum
- the physical environment
- written and verbal information
- participation in wider school life

for disabled pupils, prospective pupils, staff, parents, and visitors.

4. Principles

The school will:

- not treat disabled pupils less favourably
- make reasonable adjustments to avoid substantial disadvantage
- promote equality of opportunity
- work in partnership with parents, carers, and external professionals
- maintain confidentiality and respect dignity
- provide a broad, balanced, and differentiated curriculum
- respond to diverse learning needs
- remove barriers to learning and assessment

This plan supports and links to the following policies:

- SEND Policy and Equality and Diversity Policy
 - Curriculum Policy
 - Behaviour Policy
 - School Development Plan
 - Health and Safety Policy
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5. Access to the Curriculum

The curriculum is designed to meet the needs of individual learners and support full participation.

Staff support accessibility through:

- Careful adaptive planning
- inclusive teaching strategies
- use of assistive technology
- educational visits and enrichment opportunities
- flexible timetables
- therapy input and multidisciplinary working

- adult support where appropriate
 - vocational and academic accreditation
 - varied assessment methods
 - staff training and development
 - careers education, advice, and guidance
 - leadership opportunities for students
 - access to extracurricular activities
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6. Physical Environment

The school aims to ensure that the physical environment is accessible and safe for all users.

Current provision includes:

- wheelchair access to ground floor areas
- accessible toilet facilities
- designated parking arrangements
- safe access routes
- visual signage
- private meeting rooms for parents and professionals

The school will continue to review:

- ramps and entrances
 - disabled parking bay
 - reception accessibility
 - lighting and acoustics
 - induction loop provision
 - refurbishment planning with accessibility in mind
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7. Provision of Information

The school ensures that information is accessible to disabled pupils, parents, and carers.

This includes:

- visual timetables
- plain English communication
- enlarged print where required
- alternative learning formats
- use of symbols and visual supports
- interpreters and translators where required
- signers where required
- access to specialist services

Staff work closely with therapists and external professionals to ensure communication strategies are effective.

8. Staff Training

Staff receive regular training to support accessibility and inclusion, including:

- SEND awareness
- inclusive classroom practice
- communication strategies
- reasonable adjustments
- safeguarding vulnerable learners
- working with specialist professionals

The school will continue to seek advice from Local Authority services, NHS professionals, and specialist advisors.

9. Monitoring and Review

This Accessibility Plan will be reviewed annually by the Senior Leadership Team and Governing Body.

Progress will be monitored through:

- termly site reviews
- student, staff, and parent consultation
- governor monitoring
- SEND review processes
- school improvement planning

The plan will be updated as necessary to reflect changing needs and legislation.

Accessibility Action Plan

Area	Objective	Current Position	Action Required	Responsibility	Timescale	Success Criteria
Curriculum	Increase access to learning	Teaching is adapted to support individual needs	Continue to adapt teaching, learning and assessment to meet pupil needs	SLT / Teachers	Ongoing	All pupils can access learning effectively
Curriculum	Improve inclusive practice	Staff receive SEND support	Provide regular staff training on	Headteacher / Line Managers	Ongoing	Staff confidence and

Area	Objective	Current Position	Action Required	Responsibility	Timescale	Success Criteria
			accessibility, SEND and inclusive practice			inclusive practice improve
Curriculum	Increase participation	Pupils access some enrichment activities	Ensure all pupils can participate in trips, clubs, leadership roles and extracurricular activities	Teaching & Support Staff	Ongoing	Increased participation by pupils
Curriculum	Careers and preparation for adulthood	Careers support is in place	Ensure access to high-quality careers education, advice and guidance for all pupils	Careers Lead / SLT	Annual Review	Improved pupil progression and preparation
Physical Environment	Maintain physical access	Ground floor is wheelchair accessible	Conduct annual accessibility site audit and review access arrangements	SLT / Premises Manager	Annual	Site remains safe and accessible
Physical Environment	Improve mobility access	Portable ramps and disabled toilets available	Review ramps, entrances, signage and disabled parking bays annually	Premises Manager	Annual	Improved physical access across the site
Physical Environment	Reception accessibility	Basic access arrangements available	Consider installation of hearing induction loop in main reception	Premises Manager	When required	Improved access for hearing-impaired visitors
Information	Accessible written information	Some visual supports and enlarged print used	Ensure large print, symbols and alternative formats are	Admin / Teachers	As Required	Information accessible to all learners

Area	Objective	Current Position	Action Required	Responsibility	Timescale	Success Criteria
Information	Classroom communication	Teachers use visual support strategies	available when required Increase use of visual timetables, plain English and communication aids	Teachers	Ongoing	Improved understanding and engagement
Information	Parental access	Interpreters available when needed	Continue to provide interpreters, translators and signers for parents/carers	School Office	As Required	Improved parental engagement
Monitoring	Review plan	Accessibility Plan reviewed periodically	Annual review of Accessibility Plan with governors, staff, pupils and parents	Governing Body / SLT	Annual	Plan remains current and effective

Approval

Approved by: _____

Position: _____

Date: _____

Next Review Date: _____



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