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1.0 INTRODUCTION

The School's buildings make effort to meet the needs of disabled pupils:

- Majority of classrooms are on the ground floor
- There is a portable ramp provided for steps going into the school and a portable chair is stored for accessibility.
- Disabled toilets are on the ground floors.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation detailed in Jubilee's *Compliance with Regulations & Legislation Statement*.

2.0 DEFINITION OF DISABILITY

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability 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 carry out normal day to day activities".

3.0 KEY OBJECTIVE

The school's key objective is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

4.0 PRINCIPLES

Compliance with the Disability Discrimination Act is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy.

The school recognises its duty not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the accessibility policy.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

5.0 ACTIVITY

Jubilee School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective.

Increasing the extent to which disabled pupils can participate in the school curriculum.

Our curriculum is designed to meet the needs of the individual. Careful attention is given to ensuring that each person is working to fulfil their potential both socially and academically. Staff achieve this by:

- thorough planning
- using a range of resources
- incorporating information technology
- working with therapy professionals
- looking at preferred learning styles
- inclusive teaching
- educational visits
- individual and flexible timetables
- appropriate use of adult support
- including a breadth of cultural, social and sporting activities
- choice of curriculum content and examination structures (where possible within the national examination framework)
- good access to resources and training in their use
- using a variety of assessment methods
- careful recording of progress
- providing accreditation both academically and vocationally
- To provide ongoing Online Training for staff

Our Development Plan includes:

- Continuing to improve data collection and monitoring
- To encourage students to participate in student leadership opportunities
- To encourage students to access extra -curricular activities
- To develop the range of extra -curricular activities
- To ensure that students have access to quality careers education, information, advice and guidance.
- To ensure that students, staff and parents are consulted to ensure the development of the Accessibility Plan.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Physical Access – The Current Position

- The buildings are wheelchair accessible (downstairs)
- All parents are asked if they require access arrangements
- Accessible toilet facilities available throughout the school.
- Space for small group work and individual work for targeted learners
- A physical environment that is safe and welcoming.
- Clear visual signage

Our Development Plan includes:

- To review the site annually.
- To address any concerns arising from the annual site inspection.
- To review the allocation, availability and state of repair of disabled car parking bays on site.
- To consider the provision of an induction loop in the main reception.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

In our development plan we aim to improve the information provided to pupils. As part of communication we look to provide visual information to assist learning. This includes pictorial communication.

In the classroom, teachers make use of DVDs, Interactive boards including links to internet sites, differentiated work and generally adapt work to the individual student. Care is taken to use 'plain English' and signs or symbols to assist understanding and learning.

We have specialist staff who work with pupils eg Occupational Therapists and Speech and Language Therapists. Working together to implement the best strategies for each person is our ethos and staff are cooperative and work well in teams.

Staff undertake training to help them understand and interpret the needs of individuals.

Written information -The Current Position

- Visual timetables are produced for identified students
- The Accessibility Plan is available to all
- Signers are used for parents when required
- Translators and interpreters are used in parents when required
- Private rooms are available for Parents when required.

- Alternative formats for Home learning projects are available.

Our Development Plan includes:

- To ensure that written information is accessible for students and that enlarged books are available as required.

6.0 DELIVERY OF THE CURRICULUM

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of specialist teacher advisers and SEN inspectors/advisers and of appropriate health professionals from the local NHS Trusts.

7.0 PHYSICAL ENVIRONMENT

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

8.0 PROVISION OF INFORMATION IN OTHER FORMATS

The school is aware of local services, including those provided through the LA for providing information in alternative formats when required or requested.

9.0 LINKED POLICIES

This plan will contribute to the review and revision of related school policies, such as the School Improvement Plan, SEN Policy, Equal Opportunities Policy and Curriculum Policy.

Accessibility Plan:

Area	Objective	Action	Responsibility	Timescale
Curriculum	Increase access to learning	Differentiate teaching and assessment to meet individual needs	SLT / Teachers	Ongoing
Curriculum	Improve inclusive practice	Provide staff training on accessibility and SEN	Headteacher / Line Managers	Ongoing
Curriculum	Increase participation	Enable access to trips, enrichment and leadership roles	Teaching & Support Staff	Ongoing
Physical Environment	Maintain physical access	Conduct annual accessibility site audit	SLT / Premises Manager	Annual
Physical Environment	Improve mobility access	Review ramps, entrances and disabled parking bays	Premises Manager	Annual

Area	Objective	Action	Responsibility	Timescale
Information	Accessible written information	Provide large print and alternative formats as required	Admin / Teachers	As required
Information	Classroom communication	Use visual supports, symbols and plain English	Teachers	Ongoing
Information	Parental access	Provide interpreters or signers when required	School Office	As required
Monitoring	Review plan	Review Accessibility Plan	Governing Body	Annual