

Jack & Jill Family of Schools Accessibility Plan

Applies to:

- Jack & Jill (Early Years Foundation Stage);
- Nightingale House Pre-Preparatory; and,
- Clarence House Preparatory School.

Related Policies and Documents

- Risk Assessment Policy
- Health Safety and Welfare Policy
- Equality and Diversity Policy
- Special Education Needs and Disability Act 2001
- Curriculum
- Teaching and Learning Policies

Monitoring and Review:

- This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be approved by the Principal.

References:

- “Parents” refers to parents, guardians and carers;
- “Staff” refers to employees, peripatetic staff, external providers (including Kinder Club and Swimquest) or specialist staff provided by an external provider;
- The “School” refers to Jack & Jill Family of Schools, Nightingale House Pre-Preparatory and Clarence House Preparatory School (CHPS);
- “Strategic Leadership Team” refers to the team managing the School, currently including the Deputy Principal, Headteacher of Clarence House and Pre-Preparatory Lead Teachers.

Reviewer: Strategic Leadership Team

Review date: March 2019

Operational from: March 2019 to March 2022

Next review date: March 2022

Principal’s Signature:



The Jack & Jill Family of Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils achieve their potential.

The Jack & Jill Family of Schools promotes equality of opportunity and anti-discriminatory practice. We ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. We promote the principles of fairness and justice for all through the education that we provide in our School.

Please consider the environment before printing, if printing please choose black and white.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to take positive action in the spirit of the Equality act 2010 about disability through ongoing enhancements planned within our three-year Accessibility Plan which is available on the school website (copies available upon request). The current plan covers the period September 2019 – August 2022.

The Family of Schools is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding of disability issues.

Concerns and complaints relating to the accessibility plan should be addressed using the processes set out in the Family of School's Complaints policy.

This accessibility plan has been prepared with input from a variety of stakeholders, including pupils, parents and staff at the school.

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/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.

Under the [Special Educational Needs and Disability \(SEND\) 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Includes established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities, e.g. the Everywhere Bear.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p>	Ensure the specific needs for pupils living with a disability are being met, in terms of basic daily living skills, relationships and future aspirations.	<p>Audit staff training requirements.</p> <p>Review process for assessing specific needs of new pupils joining the school.</p>	<p>HR Manager</p> <p>Head/Lead teachers for point of entry</p>	<p>September 2019</p> <p>As required</p>	
Improve and maintain access to the physical environment	<p>The environment is adapted to meet the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps to be made available to access front doors at Jack & Jill Twickenham and Nightingale House, side door at Clarence House 	Improve acoustics in hall at Twickenham to ensure maximum participation for those with hearing difficulties	Research current situation, understand optimum acoustic requirements for activities normally undertaken, devise	Business Development Manager, responsible for Premises upgrade	July 2020	

	<ul style="list-style-type: none"> • Accessible toilet available at Jack & Jill Twickenham and Clarence House • Elevator at Clarence House • Library shelves at wheelchair-accessible height at Nightingale House 		costed remedial plan if necessary.			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations 	Ensure all areas have clear signage –	Audit all areas for uniformity and clarity	Business Development Manager, responsible for premises upgrade	July 2020	