



## ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with the Senior Leadership Team and covers the period from September 2016 – August 2019. We believe that this plan is compliant with current legislation and requirements as specified in the Equality Act 2010. The proprietor is accountable for ensuring the implementation, review and reporting of progress with this plan over a prescribed period.
2. We are 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. 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 with regard to disability.
3. This plan shows how access is to be improved for disabled pupils, staff and visitors to the School in a given timescale and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, adapting the curriculum as necessary to ensure that pupils with a disability are as prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in the after-school and holiday clubs, cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. This information will be made available in various preferred formats within a reasonable time frame,.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans are reviewed and adjusted on an annual basis in view of progress and resulting outcomes. New Plans are drawn up every three years.
6. We acknowledge that there is a need for ongoing increased awareness and training for staff about inclusion.
7. The Access Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum
  - Equal Opportunities and Diversity
  - Staff Development
  - Health & Safety (including off-site safety)
  - Inclusion
  - Special Needs
  - Behaviour Management
  - School Development Plan
  - School Prospectus and Mission Statement
  - Teaching and Learning Policies

8. The Action Plan for physical accessibility is based on the Access Audit of the School and inspections regularly undertaken by the Premises tem. It may not be feasible to undertake all items during the period covered by this plan and therefore some items will be carried forward into subsequent plans.
9. This Access Plan is held on the School MIS (KSM).
10. The Plan will be monitored by the Proprietor and Senior Leadership Team
11. The Plan will be monitored by Ofsted as part of their inspection cycle.

## **Jack and Jill School Accessibility Plan 2016-2019**

### **Improving Physical Access**

The School has undergone refurbishment to many areas of both original buildings since July 2009 and physical accessibility has been considered carefully during the design process.

Additionally the School has extended its provision to the end of Prep phase to be provided on a separate dedicated site in Hampton Hill High Street. The building selected, Clarence House, is a Grade 2 listed building which requires considerable refurbishment and adaptation for use as a school. It was formerly used as a bank.

Work started in March 2017 and completion is expected in September 2017. Items of accessibility have therefore been covered under building control regulation and therefore this site will be fully accessible.

For the two original school sites a comprehensive access statement was produced by "Access all Areas" in October 2012 and this is still used as a point of reference when planning access improvements.

<b>Access Report Pg</b>	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>
	Replacement of front paving & entrance passageway at Hampton	Pedestrian access	By October 2018
12	Staircases	Colour-contrasted handrails to both sides of all staircases	By Dec 2017
5	Accessible toilet	To provide one unisex accessible toilet on the ground floor at Hampton	By Sept 2019
13	Provision of induction loops	Improvements to acoustic in hall at Twickenham	By July 2018
	Ramped access to Hampton site	Ramped access to front door	By Sept 2018

## Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	As required	Increase in access to the Curriculum
	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning.	As required	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the Curriculum
Raise awareness of Disability Issues	Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to access	Ongoing	Society will benefit by a more inclusive school and social environment
Review TA deployment	In supervisions with TAs establish when they are available to support children	Adult support is available during key times when individual children may need support ie lunchtimes, PE lessons, extra curricular activities	Reviewed termly	Children requiring individual support hve access to this enabling them to access all activities

## Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As required	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Survey parents about the quality of communication to seek their opinion on how to improve	Send out survey to parents/provide online link regarding quality of communication	School is more aware of the opinions of parents and acts on information given	Annual survey	School is more effective in meeting the needs of pupils