



Jenyns First School and Nursery

Accessibility Plan

Last Reviewed: October 2025

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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.

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.

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.

The board of Governors of Jenyns First School and Nursery recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.
- To improve 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 for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability

Jenyns First School and Nursery policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it.

We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school.

This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and ISI inspectors upon request.

Supporting Policies

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

Appendix 1: 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>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>To ensure physical accessibility across the school premises by removing barriers and improving infrastructure, enabling students with mobility challenges to navigate the school independently and safely.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Wide corridor • Disabled parking bay • Slope access from car park to building • Handrails on sloping path and steps • Disabled toilet 	<p>Short term (constant)</p> <p>To ensure that both areas inside and outside conform to the Health & Safety guidelines</p>	<p>Conduct a full accessibility audit of the school building and grounds.</p> <p>Install ramps, lifts, automatic doors, and accessible toilets where needed.</p> <p>Ensure clear signage is used.</p> <p>Maintain accessible routes free of obstructions.</p> <p>Provide designated parking spaces for disabled visitors and staff.</p>	<p>Head teacher Caretaker H&S Governor</p> <p>Head teacher</p> <p>Head teacher</p> <p>Head teacher Caretaker</p> <p>Head teacher</p>	<p>End of 2026</p> <p>As and when needed</p> <p>As and when needed</p> <p>As and when needed</p> <p>As and when needed</p>	<p>A full accessibility audit of all school buildings and outdoor areas is conducted and documented.</p> <p>Students with mobility challenges can independently access all key areas (classrooms, hall, library, playground, etc.).</p> <p>The school meets or exceeds national/local accessibility standards (e.g., ADA, Equality Act 2010 in the UK, or local equivalents).</p>

<p>To provide inclusive and differentiated learning opportunities by adapting teaching methods and materials to meet the diverse needs of all students, including those with disabilities.</p>	<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 • Pictorial or symbolic representations <p>Coloured paper and overlays.</p>	<p>Medium Term To provide large print signs, labels and text where necessary.</p> <p>To ensure environmental text is dyslexia friendly.</p>	<p>Adapt lesson plans and teaching materials to accommodate various learning needs.</p>	Class Teachers	Ongoing	<p>Lesson plans consistently include differentiated activities and learning outcomes tailored to varied ability levels.</p> <p>All students, including those with disabilities, make measurable progress towards individual learning goals as recorded in IEPs or support plans.</p> <p>Student feedback indicates they feel supported and included in learning activities.</p>
			<p>Use assistive technology such as speech-to-text or screen readers.</p>	Class Teachers	Ongoing	
			<p>Implement Individualised Education Plans (IEPs/PP) for students requiring additional support.</p>	SENCO/Class Teachers	Termly	
			<p>Use visual aids, hands-on activities, and multisensory teaching approaches.</p>	Class Teachers/Teaching Assistants	Ongoing	
			<p>Regularly review and update curriculum content to ensure it is inclusive.</p>	Subject Leaders	Termly	

<p>To foster an inclusive school culture where diversity is respected and all students feel valued, supported, and empowered to participate fully in school life.</p>	<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 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>Short term 1.To enhance current practice of curriculum delivery for disabled pupils</p>	<p>Organise regular diversity and inclusion awareness workshops for students and staff.</p> <p>Celebrate International Disability Day and other relevant events.</p> <p>Establish peer support groups and buddy systems.</p> <p>Promote zero tolerance for bullying and discrimination.</p> <p>Encourage student voice through forums and feedback mechanisms focused on inclusion.</p>	<p>SENCO/PSHE coordinator</p> <p>Head teacher</p> <p>Class Teachers</p> <p>All staff</p>	<p>Autumn Term</p> <p>Termly</p> <p>Autumn Term</p> <p>Ongoing</p> <p>Termly</p>	<p>All school activities (clubs, trips, leadership roles, assemblies) are accessible to every student, with participation from diverse groups.</p> <p>The curriculum reflects diverse cultures, abilities, and perspectives across all subject areas.</p> <p>Feedback from families and students report that there are no case of bullying and if there are, they are dealt with promptly.</p>
<p>To train all staff members on accessibility awareness and inclusive practices,</p>	<p>Staff attend regular training in SEND and cascade training to colleagues in meetings.</p>	<p>Short Term For SENCO to lead training on inclusive practice with all staff</p>	<p>Deliver mandatory accessibility and inclusion training</p>	<p>Head teacher</p>	<p>Autumn Term</p>	<p>Attendance records and certificates confirm participation in all required</p>

<p>ensuring they can effectively support students with different learning and physical needs.</p>	<p>Advice from experts is sought and followed. Staff trained in many areas of SEND. New staff need training and refreshing of training needed.</p>		<p>sessions for all staff annually.</p> <p>Provide specialised training on supporting specific disabilities (e.g., autism, visual impairment).</p> <p>To share resources with teachers and support staff.</p> <p>Encourage staff to attend external workshops and seminars on inclusive education.</p>	<p>Head teacher</p> <p>SENCO/Head teacher</p> <p>SENCO/Head teacher</p>	<p>Summer Term</p> <p>Ongoing</p> <p>Ongoing</p>	<p>sessions.</p> <p>Lesson observations and learning walks demonstrate consistent application of inclusive strategies</p> <p>Inclusion and accessibility training becomes part of the school's annual CPD (Continuing Professional Development) calendar.</p>
<p>To regularly review and update accessibility policies and practices based on feedback from students, parents, and staff, ensuring continuous improvement in meeting the needs of the whole school</p>	<p>Regular surveys are carried out with parents, staff and pupils</p> <p>Policies are monitored and regularly reviewed</p>	<p>Short Term SLT and Governors to monitor the review of relevant policies.</p>	<p>Set up an accessibility committee including staff, parents, and students.</p> <p>Conduct annual reviews of accessibility practices and policies.</p> <p>Collect and analyse feedback from</p>	<p>Head teacher</p> <p>Head teacher/Governors</p> <p>Head teacher/Governors</p>	<p>Spring Term</p> <p>Ongoing</p> <p>Termly</p>	<p>The school's accessibility policy is reviewed at least annually and updated as needed to reflect current legislation, best practices, and community needs.</p> <p>Structured opportunities (e.g., surveys,</p>

community.			<p>stakeholders through surveys and meetings.</p> <p>Adjust the plan as needed to reflect changing needs and legislation.</p>	Head teacher	As and when	<p>focus groups, forums) are provided at least once per year for students, parents, and staff to share feedback on accessibility and inclusion.</p> <p>Feedback is analysed, summarised, and incorporated into policy updates or action plans.</p>
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