



Accessibility Policy & Plan

Updated: June 2026

Update Required: June 2027

Introduction

Jordans School is committed to ensuring equality of opportunity for all pupils, staff, parents and visitors. We recognise our duties under the Equality Act 2010, including:

- not discriminating against disabled pupils in admissions, exclusions, education or associated services
- not treating disabled pupils less favourably
- making reasonable adjustments, including providing auxiliary aids and services, to ensure disabled pupils are not placed at a substantial disadvantage
- preparing, implementing and reviewing a statutory Accessibility Plan to improve access to the curriculum, the physical environment and information.

We aim to provide a broad, balanced and inclusive curriculum that meets the needs of all pupils and removes barriers to learning. We endorse the principles of the National Curriculum and EYFS frameworks, including:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment

We are committed to giving every pupil the opportunity to achieve the highest standards, regardless of disability, special educational needs, ethnicity, gender, age or background. Our admissions arrangements are through the Local Authority, are fully inclusive and comply with the Equality Act 2010.

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 includes pupils with long-term medical conditions such as diabetes, epilepsy, asthma, progressive conditions (e.g. muscular dystrophy), severe disfigurements, and conditions affecting mental health or cognition.

Legislative and Statutory Framework

This policy is written in accordance with:

- Equality Act 2010
- Public Sector Equality Duty (PSED)

- SEND Code of Practice (2015)
- DfE: Equality Act 2010 – Advice for Schools
- EHRC Technical Guidance for Schools

Under the Equality Act, schools must:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between disabled and non-disabled pupils.
3. Foster good relations between different groups.

The school must also publish and regularly review an Accessibility Plan covering:

- access to the curriculum
- access to the physical environment
- access to information

Accessibility of the Physical Environment

Jordans School was built in 1944 and has some structural limitations, including narrow doorways and corridors. We are committed to improving accessibility over time and have already taken steps to enhance access.

Current provision includes:

- accessible toilet facilities
- portable ramps available for external doors
- ramped access to the Year 1 classroom
- furniture that can be rearranged to create additional space
- low arousal classroom environment and displays to support pupils with autism and ADHD
- contrast visuals available in class for visually impaired pupils
- adjustable lighting
- carpeted corridors and classrooms to reduce background noise

Further improvements will be identified and prioritised through the Accessibility Plan.

Delivery of the Curriculum

We are committed to ensuring that disabled pupils can fully participate in the curriculum. To achieve this:

- teachers and support staff receive training to meet the needs of disabled pupils
- lessons are differentiated and adapted to remove barriers to learning
- all pupils are encouraged to participate in music, drama, PE and extracurricular activities
- reasonable adjustments and auxiliary aids are provided where required
- IT and assistive technologies are available to support access
- risk assessments for educational visits include specific consideration of disabled pupils
- alternative methods of participation in PE or practical activities are planned with healthcare professionals where needed.

We maintain high expectations for all pupils and work closely with families and external agencies to ensure appropriate support.

Access to Information

We will ensure that information provided to pupils, parents and visitors is accessible. This may include:

- providing documents in alternative formats (large print, simplified text, audio)
- using visual supports and symbols
- ensuring digital content & website meets accessibility standards
- offering support for parents with disabilities

Accessibility Plan

The school maintains a statutory Accessibility Plan, reviewed every three years or sooner if required. The plan sets out:

- targets for improving access
- actions to be taken
- staff responsible
- timescales
- success criteria

Previous Work

Targets	Strategies	Outcome	Timeframe	Person responsible	Goals achieved
Redevelop main entrance to include disabled toilet	Carry out survey of work necessary, brief architect for drawings, obtain quotes.	Main entrance access improved.	September 2019	Headteacher/ Buckinghamshire Council	Complete – Bucks carried out the work in the summer of 2018. Accessibly bathroom now in place.
Ramped access to main building	Carry our survey of work necessary, and obtain quotes.	Ramps in place and improved access.	September 2020	Resources Committee	Portable ramp on site for occasional use. Ramp into Y1 classroom. Annually assess need and modify provision.
Break out space for children with sensory needs	Create a play space and separate work spaces in the hall and library.	All children have learning spaces and learning break spaces to meet need.	June 2024	SENDCo	Spaces have been created and are in use to meet Special Educational Needs.

Accessibility Action Plan 2024-2025

Targets	Strategies	Outcome	Timeframe	Person responsible	Goals achieved
Quieter Playground space for children with sensory needs.	Apply for grants to redevelop the end of the playground.	The children with sensory needs/ behaviour challenges / SEN have a resourced quieter space on the playground enabling them to be fully included	July 2025	SENDCo / Headteacher Resources Committee	Outside: Sheltered end of playground space in place. Astro turf mat and boxes of

		in playtimes without the need to come back into the building at breaks, separating from the other children			resources – Lego, cars, Knex put out daily. Inside: Library space is open daily with a reading area and colouring on offer for any child wishing for a quieter playtime space.
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Accessibility Action Plan 2025-2026

Targets	Strategies	Outcome	Timeframe	Person responsible	Goals achieved
<u>Access to Written Information</u> To provide information to parents in a clear and easily accessible format.	-Audit and review the content and format of presenting information to carers and parents. -Research the current thinking and landscape regarding communication to parents, the psychology behind how information is read and how best to present information.	All parents, regardless of literacy levels can access the information clearly, including those with dyslexia. All parents can retrieve dates and information quickly and easily, helping them to support their child's learning effectively.	By July 2026	Headteacher Class Teachers Secretary	A uniformed approach is in place for parent communications. Newsletter format is now easily accessible via a phone or tablet and written in a dyslexia friendly font, with boxed up information in consistent places.

	-Where required, adapt, edit and format accordingly. -Consider website, newsletters, school letters, Google Classroom, permission and payment systems.				
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Accessibility Action Plan 2026-2027

Targets	Strategies	Outcome	Timeframe	Person responsible	Goals achieved
For local schools to provide consistent early help and support for all learners.	Local SENDCos to collaborate on distilling the Buckinghamshire Council Universal Provision document into a quick and easily accessible guide for school staff to use. – Minimising the timeframe between identifying need and delivering effective support.	A 'SEND support strategies' document for teachers to aid early help for a wide range of learning differences.	½ termly local SENDCo collaboration meetings.	SENDCo Teachers	Equitable and consistent approaches across local schools with each school capable of supporting their local need.

Roles and Responsibilities

- Governing Body: Ensures compliance with the Equality Act and monitors the Accessibility Plan
- Headteacher: Implements the policy and ensures staff training
- Staff: Make reasonable adjustments and remove barriers to learning
- SENDCo: Coordinates support for disabled pupils and advises staff

9. Monitoring and Review

This policy will be reviewed every three years, or earlier if legislation or school circumstances change. The Accessibility Plan will be reviewed annually and updated as required.

10. Useful Organizations

- Equality and Human Rights Commission (EHRC)
- Department for Education (DfE)
- Royal National Institute of Blind People (RNIB)
- Royal National Institute for Deaf People (RNID)
- Disabled Living Foundation
- National Register of Access Consultants

Review

This policy will be reviewed annually, or before if further guidance is issued, as part of Jordans School's policy schedule.