



ACCESSIBILITY PLAN

Safeguarding and SEND Team

Please see our website for the latest information about our SEND and Safeguarding Staff Teams

This plan should be read alongside:

Working together to safeguard children July 2018
Special Educational Needs Code of Practice: 0-25 (2015)
John Port Spencer Academy (SAT) Child Protection and Safeguarding Policy
John Port Spencer Academy Special Educational Needs and Disability Policy
John Port Spencer Academy Health and Safety Policy

This plan seeks to:

Eliminate unlawful discrimination, harassment and victimisation
Advance equality of opportunity between different groups
Foster good relations between different groups
Meet requirements under the Equality Duty
Set Equality objectives which are specific and measurable

Published: October 2021

To be reviewed: December 2022 (or before)



Introduction

John Port Spencer Academy has adopted this accessibility plan in line with the academy special educational needs policy with the aim of ensuring that our academy is socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

This accessibility plan should be read in conjunction with the academy Health and Safety and Special Educational Needs and Disability (SEND) policy.

Our SEND policy outlines the academy's provision for supporting students with special educational needs and disabilities, and the academy's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the academy and access to information particular to students with SEND.

This accessibility plan provides an outline of how the academy will manage this part of the SEND provision.

John Port Spencer Academy is committed to providing an accessible environment which values and includes all students, 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 as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co-Ordination
- Mobility
- Contenance
- Ability to lift, carry or move heavy objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk of physical danger

Definition of Disability as defined by the Equality Act 2010

"A person has a disability if they have physical or mental impairment that has substantial or long-term adverse effects on their ability to carry out everyday activities."

All students should be able to take part in the day to day life of the academy and benefit from the learning experiences we provide.

The accessibility plan will be reviewed every three years.



Overview, Aims and Implementation

Overall, the accessibility plan will contain relevant actions to:

- Improve access to the physical environment of the academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students (if the academy fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the academy such as participation in after-academy clubs, leisure and cultural activities or academy visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities.

Examples might include hand-outs, timetables, textbooks and information about the academy, and academy events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

The latest information regarding the number of students with special educational needs and disability for John Port Spencer Academy can be found in the SEN Register.

The views of all stakeholders including external agencies, students and their parents/carers will be sought through regular correspondence as part of the on-going support given by John Port Spencer Academy to its students and staff.

Priorities

The main priorities in John Port Spencer Academy's plan are as follows:

Increasing the extent to which disabled students can participate in the academy curriculum.

John Port Spencer Academy will endeavour to provide suitable access to a range of curriculum opportunities.

- The academy will endeavour to provide suitable access to a range of curriculum opportunities
- Where necessary, guidance and support will be given by the SENDCO
- John Port Spencer Academy have several Teaching assistants who are deployed by the academy SENDCO to ensure the needs of students with a statement or Education, Health and Care Plan are being met.
- John Port Spencer Academy to facilitate services from a range of agencies for all students and their families.



Improving the physical environment of the academy to increase the extent to which disabled students can take advantage of education and associated services.

- Ramped access is available in some blocks. Students or teachers committed to a wheelchair are timetabled to ground floor rooms to ensure accessibility.
- The Edale block contains a lift for ease of access to the second floor.
- There is a meeting room within easy reach of the reception so we can easily accommodate wheelchair users and visitors with reduced mobility.
- Sport facilities have ramps to enable access for wheelchair users.
- John Port Spencer Academy has disabled toilet facilities for students and for the use of disabled people using extended academy services with grab handles for additional support and emergency cords to request help
- John Port Spencer Academy has disabled shower facilities with grab handles for additional support and emergency cords to request help.

Summary

We will:

- Continue to review the environment of the academy, the way we plan, prepare and deliver the curriculum, the information we provide for students so that we can improve access for both individuals and groups
- Provide an atmosphere where all staff and students feel safe and valued
- We will achieve this by promoting understanding of disability and work to show positive models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability
- Review those parts of our extra-curricular activities which may have limited access for students with a disability and to provide a solution to enable us to provide learning



Action Plan

The table below is based on our current assessment of accessibility for students with SEND. It sets out priorities across the academy in a number of areas and the relevant timescales for action to increase accessibility for students with SEND. Progress on these measures will be updated annually and reported to the governing body.

ACTIONS	STAFF RESPONSIBLE	LEADERSHIP OVERVIEW	START/FINISH DATE	EVIDENCE
Increasing the extent to which disabled pupils can participate in the curriculum				
Provide Training for skills and knowledge for new staff to JPSA and NQTS in supporting students with SEND within the classroom.	ASto	LS	All new staff and NQTS to have received this training in the Autumn Term on an annual basis. Updates on best practice to all staff through ongoing CPD over academic year.	2021/22 New starters received Induction as part of New Staff Induction day. SEND department CPD logs.
All Students on the SEND register to be successful in their outcomes.	All Teaching Staff	ASto	Ongoing focus through CPD/typicality walks and Curriculum Review.	2021 onwards improved Calendared RAG meetings and Faculty accountability
Develop skills and knowledge of inclusion team on safe handling of special needs and support of specific disabilities.	ASto	LS	Ongoing teaching assistant CPD. Twice yearly performance management meetings of inclusion team,	SEND department CPD logs. Teaching assistant feedback on areas for development.
All students with a physical disability on entering the academy to have a full site access visit and where appropriate risk assessment and PEEP in place.	Inclusion Team/Year Team	ASto	All site access visits and risk assessment/PEEP to be in place before students join the Academy/within 2 weeks for mid-year.	PEEP documents all in place and saved on T Drive



			Training on completion of PEEPs and Risk Assessment	
Appropriate use technology/new technology	All Staff Exams	ASto	Use of laptops by some students as a regular way of working in lessons. Use of technology for exam access, e.g. reading pens	Laptops issued to students as required. IUP in place Reading pens used in formal exams/PPEs and being used within faculties
Continue to develop and promote a wide range of extra-curricular activities for students with additional needs across the Academy. Including the development of wheelchair sports	All Staff	ASto	Inclusive sports to take place on a weekly basis. Participation in Inclusive Sports Festival and other Local events. ALL students encouraged to participate in ALL activities	In process of being developed in 2021/2022 academic year. Regular monitoring of participation of students with SEND in extra-curricular activities.
Timetable rooming to consider students individual needs and ability to access classrooms/safely.	Ava	Ava	Completed each Year in June prior to new timetable issued.	Timetable in place
Creation of Best practice for how to create an accessible classroom including tips for HI/VI and students with physical disabilities in staff training.	All Staff	ASto	Staff training on Best Practice	In the process of being written for 2021/22
	Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided			
Access to Ashbourne Building	MWE	KSQ	Disabled toilet completed in August 2021	Ground floor is accessible and has accessible toilet



Access to Bakewell Building	MWE	KSQ	Date TBC – Ramp to access Bakewell courtyard (Still will not provide access to the library or IT)	Bakewell Building not currently accessible
Access to Chatsworth Building	MWE	KSQ	No current plans for improvement	Ground floor is accessible and has accessible toilet
Access to Derwent Building (technology and Food tech)	MWE	KSQ	Date TBC - Ramp to Bakewell (above) and ramp from back of Bakewell will provide access to these buildings	Installation of 2 ramps
Access to Edale Building	MWE	KSQ	No plans to further improve this building	Is accessible, has an accessible toilet and a lift
Access to Flamstead Buildings	MWE	KSQ	Lift to New Flamstead planned for 2024 (extension to existing building) The 3 other Flamstead buildings will remain inaccessible	Completion of extended building
Access to Glossop Building (Sixth Form)	MWE	KSQ	Lift to Sixth Form planned for 2023 (extension to existing building)	Completion of extended building. Has accessible toilet
Access to Hathersage Building	MWE	KSQ	No current plans for improvement	Is accessible and has an accessible toilet
Access to Jubilee Building	MWE	KSQ	No Current plans for improvement	Is accessible and has an accessible toilet



Access to the Leisure Centre (PE)	MWE	KSQ	No current plans for improvement	Is accessible and has an accessible toilet
Access to Exams, Halls and Canteens	MWE	KSQ	No Current plans for improvement	Are accessible and have accessible toilets
General site Access	MWE	KSQ	Ongoing – various improvements to surfaces to reduce trip hazards	Visible repairs to uneven surfaces
Accessible toilet cubicle in all toilet areas and identified discreetly	MWE	KSQ	Grab rails to be fitted to left and right side of cubicles Stickers to indicate that grab rails are fitted in cubicle Emergency cords fitted to accessible toilets	There is insufficient space to enable accessible toilets to be fitted in all blocks. Accessible toilets are available in the following locations: Ashbourne Chatsworth, Edale, Leisure Centre
Inclusion team to be consulted on all new builds/improvement to ensure accessibility for all students and built in features e.g. wheelchair storage/rise and fall tables.	MWE	KSQ	Ongoing as new builds/improvements happen.	All new buildings and extensions consider accessible access
Improving the availability of accessible information to disabled students.				
Creation of best practice Guide for Inclusive Communication for JPSA staff with both students and parents/carers who are disabled.	ASto/ Year Teams	LS	Staff training on Best Practice Increased use of interpreters, assistive technology and accessible language in communication.	Best Practice in place for all communication and events. In progress



Consistent accessible information provided to disabled students.	All Staff	ASto	Implementation of access arrangements for students as normal way of working (coloured paper, use of dyslexia friendly fonts etc) for in lesson resources and external communication.	Introduction of access arrangements spreadsheet for staff (Sept 2021). Staff training.
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