

Accessibility Policy

September 2024



1. Introduction and aims

- 1.1 The JCB Academy is committed to ensuring that all learners, including those with disabilities, have equal access to a high-quality education in an inclusive and supportive environment.
- 1.2 In accordance with the Equality Act 2010, this Accessibility Policy outlines the academy's commitment to removing barriers and improving access to its curriculum, physical environment and information for learners with disabilities.
- 1.3 The academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.4 The Accessibility Plan (see appendix) is a key component of this policy and focuses on three main areas:
 - **Curriculum access:** The academy aims to increase the extent to which learners with disabilities can participate fully in the curriculum. This includes adapting teaching methods, providing appropriate support and ensuring that staff are trained to meet the diverse needs of all learners.
 - **Physical access:** The academy strives to improve its physical environment to ensure it is accessible to all. This may involve modifications to buildings and facilities, such as installing ramps and lifts and providing accessible toilets and signage.
 - **Accessible information:** The academy is committed to improving the accessibility of information, ensuring that communications with learners and their families are available in formats that meet their needs, e.g. large print, Braille or audio versions.
- 1.4 The Accessibility Policy and Accessibility Plan are reviewed and updated regularly to reflect the changing needs of the academy community and advancements in accessibility standards. The academy believes that by fostering an inclusive environment, all learners will have the opportunity to thrive academically, socially and personally.
- 1.5 The academy's Accessibility Plan will be made available online on the academy website and paper copies are available upon request.

2. Legislation and guidance

- 2.1 This policy is aligned with the requirements of Schedule 10 of the Equality Act 2010 and the accompanying guidance provided by the Department for Education (DfE) on the Equality Act 2010.



- 2.2 The Equality Act 2010 defines an individual as 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. Under this legislation, the term:
- Long-term is defined as lasting or likely to last for at least a year.
 - Substantial means more than minor or trivial.

This definition also includes sensory impairments, such as those affecting vision or hearing, as well as long-term health conditions like asthma, diabetes, epilepsy and cancer.

- 2.3 Under the Special Educational Needs and Disability (SEND) Code of Practice, schools have a legal obligation to make reasonable adjustments to ensure that learners with disabilities are not placed at a substantial disadvantage in comparison to their non-disabled peers. These adjustments may include, but are not limited to:
- The provision of auxiliary aids or services.
 - Physical modifications to the school’s premises.

This policy outlines the academy’s commitment to meeting these obligations and ensuring an inclusive learning environment for all learners.

Date of approval by Board of Trustees: 28 November 2024



The JCB Academy

ACCESSIBILITY PLAN - SEPTEMBER 2024

1. Increase access to the curriculum for learners with a disability

Current Practice	Actions to be taken	People*	Success Criteria
The academy offers a differentiated curriculum for all learners.	Continue to monitor teaching and learning to ensure all staff are differentiating the curriculum and resources appropriately to meet the needs of all learners.	DSSC	Learners make progress in line with peers.
The academy uses resources tailored to the needs of learners who require support to access the curriculum.	Maintain existing target setting policy.	DSSC	
Targets are set effectively and are appropriate for learners with additional needs.	Continue to track the progress of learners with disabilities to ensure they are on track to achieve targets and provide intervention if they are not.	VP	
Curriculum progress is tracked for all learners, including those with a disability.		DSSC	
The curriculum is reviewed to ensure it meets the needs of all learners.	Continue to review the curriculum annually to ensure it meets the needs of all learners.	P	

ACCESSIBILITY PLAN - SEPTEMBER 2024

2. Improve and maintain access to the physical environment

Current Practice	Actions to be taken	People*	Success Criteria
<p>The environment is adapted to the needs of learners as required. This includes:</p> <ul style="list-style-type: none"> • Lifts. • Corridor width. • Disabled parking bays. • Disabled toilets and changing facilities. • Adjustable height desks in classrooms. • Library shelves at wheelchair accessible height. 	<p>Maintain an accessible elevator.</p> <p>Maintain accessible toilets for the physically disabled on all floors.</p>	P	<p>Toilets and lifts maintained in good working order.</p> <p>The new library is accessible to all learners.</p>

3. Improve the delivery of information to learners with a disability

Current Practice	Actions to be taken	People*	Success Criteria
<p>The academy 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. • Variety of different coloured paper. 	<p>Seek advice from hearing and visual support service and use of ICT to customise materials.</p> <p>Ensure SEN information is readily available to staff, including which learners require tailored resources (such as coloured handouts).</p>	DSSC ADSS	<p>Materials and resources accessible to hearing and visually impaired learners.</p> <p>Materials and resources are tailored to meet the needs of dyslexic learners.</p>

* DSSC - Director of Safeguarding, Standards and Culture / ADSS - Associate Director of Safeguarding and SEND / P - Principal