

Jessie Younghusband School
Accessibility Plan and Equality Objectives 2024 - 2027

We are committed to ensuring equality of provision throughout the school community and an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

Equality Objectives

- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity and to ensure that all groups of pupils have equal access to all extra-curricular activities.
- To increase staff's understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act'.
- To narrow the gap between vulnerable groups of pupils and other pupils outcomes especially in reading, writing and mathematics, and in this way to reduce or remove inequalities in attainment throughout the school, particularly regard will be given to inequalities relating to the protected characteristics listed in the Equality Act
- To develop an approach to displays around the school that reflect a positive attitude to equality and diversity with our own community and the wider community.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- Improve access to the physical environment of the school, adding specialist facilities/resources as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

Actions to address improvements and to monitor provision in these areas is shown on the attached Accessibility Action Plan

Objective	Action	Success Criteria	Who to action	When	Monitoring	Further action
1. Ensure that all areas of school building and grounds are accessible for all children and adults. Continue to improve the access of the physical environment for all.	Alterations to the office hatch way to make this more accessible for a wheel chair user. Ramps are installed for access to all external entrance ways which currently have a step (KS2)	Wheelchair users can enter the school more easily. Wheelchair users are able to communicate more easily with the office staff. Parents with buggies and those with mobility difficulties including wheel chair users are able to access the school more easily. Easier access for those with restricted mobility and wheelchair users.	Resources Committee to consider when money available Work to be actioned as agreed and as budget is available.	Consider if finance available	During H&S site inspections which involve a governor	
2. Continue training for teachers and support staff on different aspects of SEND, including differentiation, as and when required.	Review the needs of children with specific issues, identify the barriers to learning. Consider CPD implications. Track the progress of children.	Needs will be identified and actions to address these will have been determined. Appropriate training will be planned and given to address CPD that will have an impact on pupil outcomes.	HT, SLT, SENCo	½ termly And in accordance with the monitoring schedule	PPMs During monitoring of T,L & A On-going	

		The impact of the actions on pupil outcomes will be known.				
Objective	Action	Success Criteria	Who to action	When	Monitoring	Further action
3. The school environment including classroom furniture, resources and equipment meet the needs of all pupils. Adaptations are implemented as soon as the need is identified.	Specific needs are identified quickly through meetings with parents and specialist advisors.	Adjustments will be made as quickly as possible to enable all children to fully access the curriculum and to support good progress with their learning.	Class teachers, SENCO Govs to agree any building adjustments or significant spending needed.	To start as soon as the need is identified	HT Govs	
4. Access arrangements to meet individual's needs when taking tests etc will be applied for, and support provided, as and when required, e.g. Year 6 SATs.	HT/DHT/Year 6 teacher/SENCo will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	Year 6 teacher and SENCo	Access arrangements submitted within the SATs timeframe.	HT Govs	
Objective	Action	Success Criteria	Who to action	When	Monitoring	Further action
5. To ensure that all the schools published material is available in a format that can be accessed by all children (as relevant) staff, parents and governors	Offer materials in a different format where the need is identified – eg use of a yellow visual reader and yellow paper for children with dyslexia. Larger size print for those with visual impairment. Translation of key documents for non-English speakers. Make sure the school is compliant with the	Key information will be available to enable all users to access information	SENCO, office staff, IT technician (website)	Website to be updated on a day by day basis, other documents to be provided as required.	HT Govs	

	requirements for the website.					
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