



**CORE**  
EDUCATION  
TRUST

## Accessibility Plan

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| <b>Approved by:</b>            | Board of Trustees | <b>Date: 19/10/23</b> |
| <b>Last reviewed:</b>          | 01 September 2023 |                       |
| <b>Next review due by:</b>     | August 2026       |                       |
| <b>Monitoring &amp; Review</b> | 3 years - school  |                       |

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# Accessibility Plan 2023-24 – Jewellery Quarter Academy

## 1. Introduction

- All academies within CORE Education Trust share common values and an ethos that every child matters. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.
- Each academy within CORE Education Trust shall ensure that:
- the special educational needs of students will be addressed and student will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- it has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.
- This accessibility plans lays out the aims, targets and strategies to ensure that all SEND students have equality of access to all aspects of provision at Jewellery Quarter Academy

## 2. Accessibility Plan

| AIM   | TARGET   | STRATEGIES<br>(short, medium<br>& long term)  | OUTCOMES   | TIME<br>FRAMES | GOALS  |
|---|--|---|--|----------------|--|
| Increasing the extent to which disabled pupils can participate in the school curriculum | Ensure the school offers a curriculum for all pupils which includes other qualifications and always adaptive teaching. | To use resources tailored to the needs of pupils who require support to access the curriculum | Wider range of subjects made available to those who cannot access GCSE's                       | On going       | Review of option choices available to study at KS4                                       |
|   | Ensure staff are following individual learner support plans.   | Curriculum resources include examples of people with disabilities                             | Pupils achieve greater success and meet targets.   | January 2024   | SENCO / T&L team to regularly observe teaching and provide feedback                      |
|   | Ensure all staff are communicated with when it comes to pupils with disabilities.                                      | SPD to be provided for staff on HQFT and Adaptive Teaching.                                   | Pupils achieve greater success and meet targets.   | On going       | SENCO / TA's to review termly on provision mapping                                       |
|   | Ensure Smart Targets are set effectively and are appropriate for pupils with additional needs.                         |   | Pupils make progress in line with their abilities.   | July 2024      | Under achievement is highlighted and appropriate interventions are provided if necessary |
|   | Ensure Curriculum progress is tracked for all pupils, including those with a disability.                               |   | Staff have a better understanding of how to differentiate the curriculum for pupils with SEND. | On going       | Staff to undertake online CPD/whole staff CPD  |
|   | Provide regular SPD.   |   |  |                |  |

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| <p>Improving the physical environment of the school to increase access to education by disabled pupils</p> | <p>To ensure staff receive appropriate training to support students with physical disabilities.</p> <p>Ensure students with temporary mobility problems/injuries have a full risk assessment to allow them to return to school to enable them to fulfil their potential.</p> <p>To carryout a disability access review of the premises ever year</p> | <p>At Jewellery Quarter Academy The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps to front entrance</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>We also work with Physical Disability Support Service (PDSS) to implement provision required for those students with a disability</p> | <p>All staff will have completed training.</p> <p>Risk assessments regularly shared with all staff and in place on Teams.</p> <p>Review in place annually and checked by Operations Manager</p> | <p>On going when needed</p> <p>On going when needed</p> <p>Yearly</p> | <p>CPD to be delivered by PDSS / designated staff to do safer handling training</p> <p>Meetings with parents / risk assessment in place for each case.</p> <p>Review to be carried out by Site Team annual and improvements to be carried out if required.</p> |
| <p>Improving the delivery of information to disabled pupils</p>  | <p>To improve the development of resources for those who have visual /hearing impairments – ensure appropriate equipment can be used if needed in classrooms</p> <p>Increase the use of visual TT for those who need it.</p> <p>Ensure all staff use the staff planning sheet to identify needs and strategies</p>                                   | <p>At Jewellery Quarter Academy we use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Coloured Overlays</li> <li>• Translators</li> <li>• Laptops</li> <li>• Reader Pens</li> </ul>   | <p>Pupils will be more independent in accessing a broad and balanced curriculum enabling them to reach their full potential.</p>  | <p>February 2024</p> <p>January 2024</p> <p>December 2024</p>         | <p>All pupils are able to access the curriculum with aids.</p> <p>PDSS, Visual and Hearing impairment relationships are built on a firm foundation of knowledge.</p>   |

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|  | used within classrooms. |  |  |  |  |
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### **3. Monitoring and Evaluation**

Jewellery Quarter Academy will ensure the successful delivery of this accessibility plan through the following monitoring and evaluation strategies

- Termly review of impact at SLT meeting
- Discussions within LGB meeting
- Regular reminders through Curriculum Leaders and Heads of Year
- Conversations and feedback with Operations Manager and SLT