



**ACCESSIBILITY PLAN 2023 – 2024**  
**(Trust cycle 2021-2024)**

**Jacobstow Community Academy**

<b>Review Frequency</b>	Annual
<b>Reviewed</b>	Spring 2023
<b>Next Review Date</b>	Autumn 2024
<b>Approved</b>	Autumn 2022



## Change Log

Date	Changes to Policy
Spring 2022	Annual review.
Spring 2023	Amended to change to Academy status and now part of the Learning Academy Partnership.

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# Disability Policy and Accessibility Action Plan

The Disability Discrimination Act 2005 required all public authorities, including schools, to produce and publish a Disability Policy and Accessibility Action Plan. The purpose of this is to improve equality of opportunity for all disabled people using public facilities. Jacobstow's Disability Policy and Accessibility Action Plan will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

Senior member of staff responsible: Head Teacher - Mikaela Rofe  
Designated member of staff: SENCo – Mikaela Rofe

## Introduction

Jacobstow Community Academy is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical, mental or emotional impairment. Jacobstow Primary School recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

## What do we understand by 'disability'?

*'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1)*

Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

Our definition of people with disabilities include, but are not exclusive of, those with hearing or visual impairment, Spinal Muscular Atrophy, mental health issues and incontinence. People with ADHD and Autistic Spectrum Disorders. Medical conditions such as severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Lupus. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders and emotional crisis are all recognised.

Also if a person has been disabled in the past (for example, people who have recovered from Cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

This Disability Policy sets out the ways in which Jacobstow will meet its general and specific duties.

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Jacobstow endorses an Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The production of this Disability Policy provides us with a framework for integrating disability equality into all aspects of school life.

By challenging any negative attitudes to disability we will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act.
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

## Gathering information from disabled pupils, staff, parents, carers and people from the wider community using the school.

The school will seek to gather information from people with a disability by consulting with parents and pupils to encourage disability disclosure and reduce the number of 'unknown' disability status and ensure equality of educational opportunities and achievement for pupils.

Disability equality issues are explicitly addressed in all policies through the normal review process.

Arrangements for publication

- All staff and governors will read a copy of the Disability Policy and Accessibility Action Plan
- The policy and its implications will be explained to staff via inset and staff meetings
- Communication of this policy to pupils will be via assembly, PSHE and RSHE programme, the School Council and the curriculum
- Parents/carers will be informed of the policy through the school website and newsletters. The full version of the policy will be available to all parents via the school website or upon request a paper copy from the school.
- Arrangements will be made to modify, enlarge and/or communicate this policy in other formats upon request

## Contextual Information

Jacobstow is a single storey building, which has had extensive historical additions and has a separate Elliott Hut building located in our playground. There is limited disabled access to the school buildings and playgrounds – as, although there is a steep narrow ramp with 2 relatively sharp turns, it can only safely be used by wheel chair users with some support. The main entrance is wide enough if both doors are open, however there is a small threshold which needs support to be accessible for a wheel chair user or by someone using crutches or with leg callipers.

Our entrance hall does allow access to the main school through the hall doors - both of which can be opened.

Our Visitor's toilet is not accessible for wheelchair users as it is too narrow and with no turning space. No specialist sanitary facilities available or disabled shower room.

Access through the school to classrooms: access to classrooms through the hall if all double doors are opened, no thresholds.

Junior classrooms: Access from classrooms directly to the outside in the case of emergency evacuation due to small external doorways and high thresholds is limited to just one – Jupiter Class. Our KS2 classrooms can access the sloped exit with a 90' turn down to the playground.

KS1 – access from classrooms directly to the outside is limited in case of emergency evacuation due to small external doorways and high thresholds  
FSU: Access from classrooms directly to the outside in the case of emergency evacuation due to small external doorways and high thresholds. However there is a sloped access point into our outdoor area for EYFS which can be used to allow entrance and exit. Following refurbishment in Summer 2022, this slope is now graduated and is to lead to double doors into the building in Spring 2023.

Separate Elliott Hut building has a sloped entrance, but a high threshold and door which opens towards the slope which affects the ease of access.

No disabled access to any toilets within the school.

Play grounds: no access from playgrounds back into the building, apart from via the ramps which are likely to be too small to allow turning and there are thresholds to cross.

No access to emergency evacuation meeting point from the playground due to steps, and via main entrance due to threshold, steep ramp with turns and curbed car park. We do have a disabled bay in the car park with a lowered kerb with leads on to the pavement down to the main school entrance.

Access to the field at present would be tricky as there is no designated flat path. Access to the Forest School area via the playground area would not be possible at present unless the field underfoot is hard / firm.

Our school hall has significant acoustic issues which affect children with SEMH and Sensory needs. An Application was made to Cornwall LA for support with improving this aspect of our school provision. Approved in Jan 2022 and works due to be completed following repair of hall roof leak.

At present we have no wheelchair dependent pupils, parents or members of staff. The school has children with a range of disabilities to include moderate and specific learning disabilities. There are a number of children on the pathway for assessment for ASD. There are some children who have slight motor skills difficulties and co-ordination and movement difficulties such as Ehlers-Danlos Syndrome. We have one pupil who has a hearing impairment. A few children have identified dietary needs or allergies which are managed in school through access to food or through the use of Epipens in the case of Anaphylaxis. We also have children with Asthma, breathing difficulties and other medical conditions which are managed within school and staff awareness.

## Staff Training

- All staff have a basic level of SEND training.
- All staff have annual Safeguarding training which is refreshed throughout the year through staff meetings and staff briefings.
- Prevent training is carried out bi-annually, but also with reminders throughout the year.
- The head teacher was previously an Advanced Skills Teacher for Inclusion and SEND
- 2 teachers have some experience of working with SEND children in ARBs or APUs.
- 1 TA has Trauma Informed Schools (TIS) training
- We were due to review our PIPs/Team Teach training following covid lockdowns but this has not yet been confirmed.
- 11 out of 14 staff are trained in Paediatric First Aid and Emergency First Aid at Work.
- 11 out of 14 staff have had Emotional Coaching training

This policy will be reviewed annually or in response to government changes in legislation.

## School Accessibility Checklist

School /academy name	Jacobstow Community Academy
Academy or LA maintained	Academy
Academy / Trust name	Learning Academy Partnership

Car park	
Does the school car park have wheelchair access (dropped kerbs) to the pavement?	One dropped kerb available.



How many disabled parking bays do you have?	One bay available; however there is ample space which can be adapted if needed.
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General site access	
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Is there level or ramped access to the main school building which is suitable for a wheelchair?	Ramped access but steep and two tight turns
Does the main school entrance have power assisted doors?	No but can be opened wide
Are there any other doors in the school with powered openers?	No
How many classrooms does the school have in total?	5 – with one additional class space in external hut
How many of these classrooms are accessible from the main entrance to the school building?	All classrooms can be accessed after entering in the main entrance and moving through the hall. All classrooms have at least one external entrance/exit.
How many classrooms are in external accommodation? (e.g. Elliott/ Portakabin)	1
How many of the external classrooms have ramped or level access suitable for wheelchair use?	1 – has a ramp but with a threshold to cross

Toilets / Hygiene rooms	
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Does the school have any accessible toilets and if so, how many? (See note 1 below)	No
Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1 below?	N/A
Does the school have a hygiene room with shower? (See note 2 below)	No
Do you consider the hygiene room to be of an appropriate standard / compliant based on note 2 below?	NA
Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds ?	no

Hoists	
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Does the school have any hoists and if so how many?	no
Which rooms are the hoists situated in?	NA
Are the hoist(s) any of the following:	NA
Mobile (on wheels)	NA
Ceiling track hoist - fixed	NA
Ceiling track hoist – moveable (H track)	NA

### Specialist teaching equipment

Does the school have any height adjustable desks?	Four group tables which can be height adjustable but not on a daily use basis
Does the school have any height adjustable science / DT equipment such as food technology?	no
If yes to either of the above, please confirm which classroom types they are located in.	One in EYFS and 3 in KS1

### Playground / playing field

How many formal hard play areas does the school have?	2 but we split the bottom area into two zones and we have one which is for EYFS. This now has a wet pour surface.
Do the hard play areas have level or ramped access?	Two have ramped access to the buildings but the door may not be wide enough for wheelchairs.
Does the school have its own playing field with level or ramped access?	Own field but current access is bumpy.
Does the school have an offsite playing field with level or ramped access?	No

### Lifts

Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below:	No
Fold up / down wheelchair stair lift	no
Small vertical wheelchair platform lift (box type)	No
Conventional passenger lift	No
Are any of the above not able to cope with the weight of a disabled person and their wheelchair causing breakdowns?	no

### Hearing/Visual Impairment

Does the school have any of the following and approximate quantity of each (all, some, none)	
Contrasting doorframes	No
Coloured handrails	no
Coloured steps	Yes in playground leading to top court
Tactile paving	No
Hearing loops	no
Soundfield systems	no

Accessibility plan / strategy	
Does the school have an up to date Accessibility Plan?	Yes 2023
Please confirm the date of the last time the plan was reviewed / adopted?	January 2023
If you plan relates to more than one school site (MAT), do you have site specific action plans?	NA
Form completed by (print name)	Mikaela Rofe
Job role/ title	Headteacher and SEND
Signature	
Date	January 4th 2023

**Note 1** Compliant accessible toilet – this is a larger than normal toilet fitted with colour contrasting fixed and fold down handrails, low level sink fitted with lever taps, panic cord and easy locking door which generally opens outwards.

**Note 2** Hygiene room – this is a larger than normal accessible toilet fitted with equipment as per note 1 plus a shower and low level shower tray or wet floor.

## Jacobstow Disability and Accessibility Action Plan

The Head Teacher as SENCO will be responsible for monitoring this Action Plan and will report annually or more often as appropriate to the Governing Body.

- Appendix 1 Action Plan – Increasing Access for disabled pupils to the Curriculum
- Appendix 2 Action Plan – Increasing access for disabled pupils to the physical environment
- Appendix 3 Action plan – Improving the delivery of written information to disabled pupils

### Appendix 1 Access Plan: Part 1

Increasing access for disabled pupils to the curriculum

Target	Action	Resources	Outcomes	Time
Curriculum adjustments ensure fair access for all	Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper colour, writing	Equipment as determined by individual needs.	All pupils access the curriculum.	As required to meet need

	<p>equipment, classroom position etc With consideration for those children with general and specific learning difficulties.</p> <p>Ensure staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs</p>	<p>Training and CPD documents for staff.</p>	<p>Structured conversations as appropriate with parents and carers.</p>	
<p>Ensure teaching and learning methods and environment supports pupils with hearing impairment</p>	<p>Quiet classrooms, child facing teacher, clear enunciation. Support as required.</p>	<p>Specialist equipment and training to support hearing impairments if required on an individual basis</p>	<p>Progress confirmed by observations and formal assessment</p>	<p>As required to meet needs.</p>
<p>Ensure teaching and learning methods and environment supports pupils with visual impairment</p>	<p>Pupil faces teacher, glasses worn. Use of overlays Modified print</p>	<p>Specialist equipment and training to support hearing impairments if required on an individual basis</p>	<p>Progress confirmed by observations and formal assessment</p>	<p>As required to meet needs</p>
<p>Ensure teaching and learning methods and environment supports pupils with emotional and behavioural difficulties</p>	<p>Layout of classroom, time out, clear targets, clear behavioural expectations, calm corner in classrooms, breakout spaces</p>	<p>Additional support as required from external support agencies, support staff and SENCO</p>	<p>Progress confirmed by teaching assessment and achieving targets Reduction in disruption and any behavioural needs</p>	<p>As required to meet needs</p>
<p>Ensure teaching and learning methods and environment supports pupils with diagnosed medical conditions</p>	<p>Accessibility of medication. Awareness of staff when planning activities</p>	<p>Training for staff Purchase of storage box and cool space if needed</p>	<p>Pupils able to access all activities</p>	<p>As required to meet needs</p>

Update curriculum and general policies	Rolling programme of policy review to ensure that policies are up to date and comply with legislation	Senior Executive Meetings, Senior Leadership and staff PDMs	Policies reflect the Trust's commitment to removing barriers to learning.	Ongoing
Prepare a response programme of training for all staff to meet requirements of disabled pupils	Ensure SENCo fully trained to be responsive to needs that may arise Investigate use of a Hub wide SENCo to maximise impact and share good practice	CPD/training	SENCo able to disseminate good practice and information to all staff	Ongoing
To use external services to support pupils with a disability.	Access external services for advice and support and then to provide ongoing advice and support as required	Time: for staff to liaise with specialists Financial: purchase of specialised equipment as required	The environment is appropriate, and staff are well prepared to meet the needs of a pupil with a disability. Staff have greater understanding of disability issues.	Ongoing
Provide training for staff to meet a specific need	Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils. Share successful practice within the academies.	Financial – cost of CPD	Staff are deployed effectively and have high expectations of disabled pupils. Raised awareness of the learning needs of pupils with a variety of disabilities/special needs	Ongoing
Develop a range of learning resources.	As resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials. Use visual timetables	Pupils with disabilities have access to appropriate curriculum materials.	Ongoing
Ensure venues for school trips are suitable	Pre-visit assessment of suitability- transport, access, toilets Evolve risk assessments for visits and trips	Evolve system	Equal opportunities for Children with disabilities to participate in off-site activities.	Ongoing

Classrooms optimally organised to promote the participation and independence of all pupils	Review and implement a suitable layout of equipment and furniture and equipment to support the learning process in individual classes.	Specific resources, furniture or storage to optimise organisation and access	Children have ready access to a range of resources. Sessions start on time without the need to make adjustments.	Ongoing
Extracurricular activities planned to ensure participation by all	Review extracurricular provision regularly. Preparation meeting with parents/carers to make all necessary additional arrangements	Pre-visits	Out of school activities will be conducted in an inclusive environment	As required in response to pupil need
Review staff deployment	Establish timetables to provide support for pupils and implement an intervention provision map and timetable to support based on needs and gap analysis	Overtime/additional hours as required	Support available during key times when individuals may need support	Ongoing
Effective transitions between phases, nursery to Reception, EYFS to KS1, KS1 to KS2	To establish clear transition processes and liaise with feeder nurseries or pre-schools ahead of intake for September to identify any children with disabilities which will require adaptations and review potential needs	Procurement of additional resources and equipment or adaptations to environment based on children's needs	Staff and school environment will be prepared to meet the needs of incoming children	As required in response to new intake and new starters

**Appendix 2**  
**Access Plan: Part 2**

Increasing access for disabled pupils to the physical environment

Target	Action	Resource	Outcome	Time
<p>Access: To be aware of the access needs of all pupils/staff/trustees/parents and carers.</p> <p>Ensure all staff and trustees and other volunteers/visitors to the academy are aware of access issues</p>	<p>Gather data around access needs at the point when a child begins at an academy</p> <p>Create access plans for individuals as required</p> <p>Reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include an accessibility plan as part of induction</p>	Individual access plans	Individual, relevant and current information is gathered and shared as required so that all needs are met.	Annually or as required
Ensure everyone has access to the building	Ensure that nothing is preventing access for all	Caretaker/staff daily checks to ensure entrances are clear of obstruction	All visitors feel welcome	Ongoing
Improve access to site	<p>Ensure pathways are gritted and ice free</p> <p>Review exterior lighting positioning due to poor visibility at night. Limited lighting currently – but check this is working on a regular basis</p>	<p>Caretaker time if applied</p> <p>Grounds Maintenance time</p> <p>Regular grit delivery</p> <p>Price to install lighting externally</p>	<p>Paths accessible and safe</p> <p>Improved safe access for pupils, parents, staff and visitors</p>	As required

	<p>Hedging kept cut back on main front entrance</p> <p>Rear pathway becomes covered in moss – keep clear (Grounds maintenance or Caretaker)</p> <p>Caretaker to be In position to maintain access</p>			
<p>Exits</p> <p>Ensure all disabled or impaired pupils, staff visitors can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan (PEEP) for disabled pupils</p> <p>Review of doors to ensure compliance for disabled access/exits</p>	PEEP documentation	Pupils and staff are safe	As required
<p>Ensure the buildings remain full accessible and compliant in line with the Equality Act and DDA Regulations</p>	<p>Ensure building and maintenance works are fully compliant with the Equality Act in relation to access e.g ramps, visual alarms etc</p>	Any appropriate repairs and refurb costs	Wheelchair users have access to majority of building including toilets and learning spaces.	<p>As works are undertaken</p> <p>Doors in EYFS classroom due to replaced Spring 2023</p>
<p>Each academy will undertake Fire Safety risk assessments. Fire equipment is regularly checked and maintained.</p>	<p>Ensure staff are fully trained and aware of their duties</p> <p>Action taken to repair, refurb and install any equipment needed as a result of risk assessments.</p>	<p>Costings of replacement fire alarm system and Fire Doors</p>	All staff and pupils have safe independent exits from sites	Daily





**Appendix 3**  
**Access Plan: Part 3**

Improving the delivery of written information to disabled pupils - The LAP Academies

Target	Action	Resources	Outcome	Time
Availability of written materials in different formats	Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication can be provided in alternative formats	Administration time	The academy will be able to provide information in different formats. Parents and carers become aware.	Ongoing
Make available academy publications in alternative formats	Review all publications and provide in format required	Administration time	Information available for all in different formats and electronically	Ongoing
Academy will send all publications electronically including reports/newsletters.	All methods of communication explored and considered	Administration time	Head of Academy and Senior Staff become knowledgeable about possible outcomes	Ongoing
Website is compliant with statutory regulations	Dedicated staff member to update and maintain websites	Administrative time	Information available to all electronically Compliant	Ongoing
Ensure information in SEN reviews is accessible to all parties	Provide a choice of formats for parents and carers.	Administrative time	Parents and carers have choices about how they are communicated with and how they provide their points of view	Ongoing

## Details of Amendments:

January 2023

1. New policy adopted as part of academy conversion.