



LAURENCE JACKSON SCHOOL

ACCESSIBILITY PLAN

Responsible Officer(s): Estates Manager / SENCO

Policy currently under review

Version Control

Review Date	Updates
March 2022	
December 2025	

Laurence Jackson School are committed to providing a fully 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.

Laurence Jackson School plans to, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the campus, adding specialist facilities as necessary. This covers improvements to the physical environment of the campus and physical aids to access education.
- Increase access to the curriculum for consistency 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 pupils. This covers teaching and learning and the wider curriculum of the schools such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the campus and campus events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy
- Health & Safety
- Special Educational Needs Policy
- Behaviour and Discipline Policy
- School Improvement Plan

The school will work in partnership with Spark Education Trust in developing and implementing this plan.

Improving the Physical Access at Laurence Jackson School

The school building was completed in September 2016 and has been designed to be accessible in all areas (not including sports centre).

The facilities & estates manager will conduct an annual audit to assess the extent to which students, staff and visitors can access the physical environment on an equal basis.

The audit will consider all kinds of disabilities and impairments, including, but not limited to, the following: ambulatory, dexterity, visual, auditory, comprehension.

Findings from the audit will be used to identify short, medium and long term actions to address specific gaps and improve access.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Facilities & Estates Manager / Contractor	Spring 2026	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2026

Improving the Curriculum Access at Laurence

- All students at Laurence Jackson School are given access to a balanced and broadly based curriculum, including the National Curriculum. A range of teaching strategies and approaches, including differentiation, caters for the needs of students of all abilities. The provision of appropriate learning experiences for students is contained within departmental planning, medium- and short-term plans for year groups and individual support plans as appropriate.
- Targeted in-class support is a central principle of Inclusion provision at Laurence Jackson School. In many classes students with special educational needs benefit from in-class support from learning support assistants or teachers other than the class teacher. Support staff regularly liaise with the subject or class teacher in planning, teaching, marking and evaluation. Students benefit from the experience of the mainstream classroom combined with individual support and encouragement.
- All school staff are aware of the needs of students and strive to provide differentiated learning experiences in every curriculum area. In-service training and professional development is provided for all staff in Inclusion. All newly appointed staff receive information regarding Inclusion and are encouraged to seek advice when needed.

Improving the Delivery of Information at Laurence Jackson School

- Staff are aware of the differing communication needs of children, their parents and visitors
- Written communication is provided in an enlarged format if required
- Telephone calls and emails are used as alternative means of communication
- Where English is not the first language, children are provided with the appropriate support and the school makes every effort to provide an interpreter for parents if required

Key Responsibilities

- Staff must ensure that all students are provided with the support needed to ensure each individual has equality of opportunity – challenging negative attitudes about disabilities.
- Students should support and respect the needs of others and accept each individual student.
- Parents must inform school of any circumstances which will affect their child's access to school.
- Governors must be aware of policy and ensure the school meets all requirements