



**The Park Federation Academy Trust
James Elliman Academy**

**Equality and Accessibility Plan
2025 -2028**

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	July 2025
Date of next review	July 2028

Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

Contents

Contents

1	Introduction <i>Definition of disability</i>	3
2	Key Objectives	4
3	Equality and Accessibility Action Plan	5

Section 1: Introduction

At James Elliman Academy (JEA) we are committed to giving all of our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We will offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

JEA promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

JEA aims to be an inclusive academy. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. JEA has a duty to carry out accessibility planning for disabled pupils.

Our academy's accessibility plan is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Definition of Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Section 2: Key Objectives

The academy recognises its duty under the Equality Act 2010 to not discriminate against a pupil or potential pupil by treating them less favourably than others.

The Accessibility Plan aims to ensure that:

- The academy draws on the expertise of external agencies to provide specialist advice and support.
- The Special Educational Needs Co-Ordinator (SENCO) has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the academy.
- Disabled pupils have access to extended school provision.

The plan addresses improving access to:

The physical environment;

Education, facilities and services;

Information usually provided in written form.

James Elliman Academy Equality and Accessibility Plan 2022- 2025

Objective	Strategy	Outcome	Timescale/Who
To ensure all areas of the curriculum are accessible to all pupils.	Identify particular needs and what reasonable adjustments can be made to allow equality of opportunity. Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Seek and implement advice offered from external agencies, such as physiotherapists, occupational therapists and the sensory consortium.	All children have access to all areas of the curriculum.	Ongoing subject to the needs of individual children who attend the academy. Principal/SENCO
To anticipate, plan and offer specific staff training which provides clarity and support strategies to all staff. This will enable them to create a learning environment which encourages all pupils to reach their full potential.	Seek out specialist training according to the needs of children who attend the school.	Staff feel confident to provide appropriate support for all children, including those with disabilities.	Ongoing subject to the needs of individual children who attend the academy. Principal/SENCO

To actively promote equality, including disability equality.	Promote through: • Staff CPD • PSHE lessons • Assemblies • Celebrating difference	Increased whole school awareness of equality and disability issues.	Ongoing subject to the needs of individual children who attend the academy. SENCO All staff Principal
--	--	---	--

Objective	Strategy	Outcome	Timescale/Who
Offer alternative ways of providing written material.	• Investigate services available through the Local Authority or other providers for converting written information into alternative formats e.g. audio guides for the visually impaired. • Utilise advice and/or resources suggested by external professionals, such as teacher of the visually/hearing impaired, physiotherapists and occupational therapists. • Use technology to aid access to learning materials e.g. magnifying sheets, enlarged texts, braille texts, audio guides, pupils have	If needed the school can provide information in alternative formats. Pupils gain full access to material being used in lessons. Pupils are able to produce written work in a range of formats which demonstrates their ability and understanding of the curriculum.	• Principal • SENDCO • SLT

	access to laptops to produce written material if handwriting is an area of difficulty for them.		
To ensure that the physical environment is reviewed to ensure that it allows for equality of access for all.	Carry out a full review of the physical environment (as part of wider monitoring of the physical environment e.g. Health and Safety reviews).	The physical environment is reviewed, and reasonable adaptations made, according to the needs of individual children.	Reviewed annually Principal Chief Operating Officer SENCO
To ensure clarity on emergency procedures for pupils/adults who have a disability.	Training on staff procedures in the event of an emergency	Staff and pupils are safe and able to implement emergency procedures with confidence.	Regular training as needed Principal Inclusion Lead/SENCO Chief Operating Officer

DOCUMENT UNCONTROLLED WHEN PRINTED