



CORE
EDUCATION
TRUST

Accessibility Plan – Jewellery Quarter Academy

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Next review due by:	August 2029	
Monitoring & Review	Education – Every 3 years	

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Accessibility Plan 2026-2029 – Jewellery Quarter Academy

1. Introduction

- All schools 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 school 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 and Disability Co-ordinator (SENDCo). The SENDCo will maintain and regularly review the SEND record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual students, to implement strategies suggested by the SENDCo and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEND engage in the activities of the school alongside students who do not have SEND
- 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 plan 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 (short, medium & long term)	OUTCOMES	TIME FRAME S	GOALS
Increasing the extent to which disabled students can participate in the school curriculum	<p>Ensure the school offers a curriculum for all pupils which includes other qualifications and always adaptive teaching.</p> <p>Ensure staff are following individual learner support plans.</p> <p>Ensure all staff are communicated with when it comes to pupils with disabilities.</p> <p>Ensure Smart Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Ensure Curriculum progress is tracked for all pupils, including those with a disability. Provide regular SPD.</p>	<p>To use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities SPD to be provided for staff on HQFT and Adaptive Teaching.</p>	<p>Wider range of subjects made available to those who cannot access GCSE's</p> <p>Pupils achieve greater success and meet targets.</p> <p>Pupils achieve greater success and meet targets.</p> <p>Pupils make progress in line with their abilities.</p> <p>Staff have a better understanding of how to differentiate the curriculum for pupils with SEND.</p>	On going	<p>Review of option choices available to study at KS4 SENCO / T&L team to regularly observe teaching and provide feedback</p> <p>SENCO / TA's to review termly on provision mapping</p> <p>Under achievement is highlighted and appropriate interventions are provided if necessary</p> <p>Staff to undertake online CPD/whole staff CPD</p>
Improving the physical environment of the school to	To ensure staff receive appropriate training to support students	At Jewellery Quarter Academy the environment is adapted to the	All staff will have completed training.	On going when needed	CPD to be delivered by PDSS / designated staff to do

increase access to education by disabled students	<p>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 carry out a disability access review of the premises every year</p>	<p>needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps to front entrance • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>We also work with Physical Disability Support Service (PDSS) to implement provision required for those students with a disability</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>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>
Improving the delivery of information to disabled students	<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 used within classrooms.</p>	<p>At Jewellery Quarter Academy we use a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured Overlays • Translators • Laptops • Reader Pens 	<p>Pupils will be more independent in accessing a broad and balanced curriculum enabling them to reach their full potential.</p>	2029	<p>All pupils are able to access the curriculum with aids. PDSS, Visual and Hearing impairment relationships are built on a firm foundation of knowledge.</p>

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3. Monitoring and Evaluation

Jewellery Quarter Academy School 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