

Accessibility plan

JustLearn

Approved by:	Mrs Zarah Gadatara	Date: 30/09/2025
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Philosophy

At Just Learn we believe that the quality education for all children can be defined through developing a culture of inclusion and acceptance, in which all members of the school community are valued equally, treated with respect and provided with equal opportunities. This can be achieved by encouraging the development of inclusive cultures, producing inclusive policies and supporting the development of inclusive values practices. Pupils, Parents and staff should work together with specialist support agencies and services to remove barriers, which restrict full access to education for all members of the school community. To achieve this, staff, pupils and parents must feel confident that inclusion is beneficial for the development of the child, and equal importance must be given to ensuring that no pupil's education is impaired.

Key Objectives

To reduce and where possible eliminate barriers to accessing the curriculum and participation in the London Borough of Merton and other referring Local Authorities school communities for pupils and to prospective pupils who have a disability. Our aim is to create an environment whereby, so far as is reasonable and practical, each and every person (whether visiting or attending) can move freely around all the buildings and can experience all we have to offer.

Principles

Compliance with DDA is consistent with the culture of the London Borough of Merton and its Equal Opportunities Policy. In the operation of the London Borough of Merton SEN policy we affirm our responsibilities under DDA together with any amendments by SENDA. These can be summarised as:

1. Not to discriminate against disabled pupils in their admissions and exclusions or the provisions of education and associated activities
2. Not to treat disabled pupils less favourably
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
4. To publish an Accessibility Plan

In performing their duties and formulating policies staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2002. Just Learn fully recognises and values the unique and parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. Just Learn also recognises and respects the right to confidentiality for parents and children. The school provides all pupils with a broad, balanced and challenging curriculum, differentiated and adjusted in the accordance with the needs of individual pupils and their own learning styles.

Staff who have designated responsibilities for equality at the school liaise closely with parents, staff and referring authorities or schools to ensure that the Individual Educational Plans/Provision maps for each child with special needs are relevant.

Training is provided to teachers to enable them to teach and support disabled pupils and pupils with special educational needs. This training is on-going and will be reviewed and adapted to suit the current needs of pupils.

The key principles are

1. That teaching will set learning challenges that are suitable and demanding
2. That teaching will respond to the learning needs of those being taught
3. That barriers to learning will be identified and addressed positively and directly. This will involve the active participation of staff, students and parents where necessary.

Success Criteria

- To make Staff aware of the implications of catering for pupils with disabilities through CPD and Guest Speakers
- Establishing a culture in the school, where the school as a whole is aware of the range of factors which constitute 'disability'
- Offer a wide range of inset training and CPD opportunities for staff to learn about and implement strategies to ensure full participation of pupils with disabilities
- The needs of pupils with disabilities are taken into account in all planning – whether the lessons or other school activities or for future building plans and renovations
- The spiritual, moral and cultural development of pupils with disabilities is not compromised

Evaluation

- Staff show awareness in schemes of work, medium term plans and lesson planning
- Improvements are made to the fabric of buildings to cater for pupils and visitors with disabilities as and when circumstances dictate and finances allow
- The school takes measures to ensure that the written materials it produces are accessible in relation to particular individual needs
- So far as is reasonably possible, the curriculum is accessible to pupils with individual needs
- Accessibility Plans are drawn up and implemented for individual pupils with disability, where and when necessary
- Factors affecting pupils with disabilities are seen to be as valuable in discussion as other factors

Admissions

Just Learn must feel reasonably sure that it will be able to educate and develop a prospective pupil to the best of his or her ability and potential so that there is every chance that the pupil will have a complete, happy, fulfilling and successful quality of education, and emerge as a confident, well-educated young adult ready to take on their role as global citizens. These criteria must continue to be met throughout the pupil's time at the school.

At Just Learn our policy is to apply these criteria to all pupils and prospective pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any pupil or prospective pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

Parents of prospective pupils are asked to provide essential information in respect of their children at the time of application. During the admissions process, the school may take such advice and require such assessments as it regards as appropriate. Subject to this, Just Learn will be sensitive to any requests for confidentiality.

The school is diligent in its efforts to enhance the educational and cultural aspects of a pupil's development during and after their participation in the learning, social and leisure activities of the school. This is regulated through existing policies for Bullying, Equal Opportunities, Child Protection and Behaviour Codes of Conduct.

Actions

A) Education and Further Activities

Just Learn will take all actions necessary to develop and have access to a number of SEN advisers, specialist teaching advisers and health professionals and will seek their advice in supplementing our own specialist staff.

B) School Environment

In planning and implementing improvements, building developments or site improvements, Just Learn will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairment.

C) Information Services

The design and production of literature and information packs Just Learn will ensure that such publications can be produced in an alternative format when requested or required.

An **Action Plan** is appended to this Policy, and this **Action Plan** will form part of the consideration of the following related policies or plans

- Building and Site Development Plans
- Curriculum Policy
- Equal Opportunities Policy
- School Development Plan
- SEN Policy
- Staff Development plans

Points to be borne in mind in the implementation of SENDA

1. In the forming of plans for academic review days/parents' evenings or other admissions related activities they should be held in accessible locations and with the opportunity for prospective disabled students or their parents to disclose in private the nature of the disability and to discuss their support requirements
2. A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should contact the appointed SEN coordinator. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it

3. Staff should be made aware of the resources within the school that are available to them should they feel that a student requires additional assistance
4. It is helpful to plan for all teaching material to be prepared in electronic format so that it can be produced in alternative formats.
5. The needs of disabled students should be borne in mind in the planning and in curricula and consideration might be given to alternative forms of presentation and assessment.
6. Staff development opportunities will be made available to ensure that the teaching practice can meet the learning requirements of individual students.

The plan will be reviewed annually, or more frequently where necessary to ensure that the school plans appropriately for pupils with special educational needs and/or disabilities to improve access

- To the curriculum
- To the physical environment
- To information normally provided in written form

The school will consider:

Physical Environment:

Steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor-coverings, signs and furniture.

Physical Aids:

ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for pupils with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

Ramps for exterior doors to enter and leave the building both Mitcham and Wallington.

Information:

Timetables, textbooks, handouts and information about school events e.g., language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

Monitoring

This policy will be monitored regularly by the CEO, SENCO, Curriculum Officer, Board of Trustees.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and board of trustees and referring agencies (if appropriate).

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	Long Term Curriculum offer is broad and balanced allowing all pupils the opportunity to access a variety of accredited courses	Reviewed on an annual basis	SLT Staff Board of Trustees	Annually	Improved outcomes for all students
	We use resources tailored to the needs of pupils who require support to access the curriculum	Long Term All students assessed on entry to the school. Any additional resources or support enabling access to the curriculum identified	Student reviews undertaken termly Use of interactive whiteboard and other technology (including PCs, laptops, mobile devices etc.) to improve the access to the curriculum for those who require it	SENCO Curriculum Officer Head of School	Termly	Improved outcomes for pupils
	Curriculum progress is tracked for all pupils, including those with a disability	Short, Medium and Long Term All pupils tracked through progress monitor	All pupil's data is kept up to date by all subject teachers and support staff	Curriculum Manager Head of School	Half-Termly	Pupil's underachieving identified and appropriate strategies allocated

Improve and maintain access to the physical environment	- Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to ensure it meets the needs of all pupils	Short, Medium and Long Term Pupils identified through Progress Tracker and 2 Stars and a Wish strategy Long Term Curriculum offer is broad and balanced allowing all pupils the opportunity to access a variety of accredited courses	Targets set at Academic Review Days Reviewed on an annual basis	Curriculum Officer SENCO Head of School Subject Teachers Pupils Curriculum Officer SLT Staff Board of Trustees	Termly Annually	and monitored Improved outcomes for pupils Curriculum meets the needs of all students Improved outcomes for pupils
	The environment is risk assessed to meet the needs of pupils as required. This includes: - Access to the buildings (introduction of a ramp). - Access to the classrooms	Short, Medium and Long Term Individual pupil Risk Assessments completed prior to starting the school to ensure accessibility to the building and classrooms if the pupils have a physical disability	Risk assessments completed when a pupil is referred to the school if the pupil has a physical disability Pupil requirements will be assessed and identified prior to entry to the school.	Director CEO Head of School SENCO SENCO Curriculum Officer	Prior to individual pupils starting the school When pupil has started the school Academic Review Days Annually Prior to individual pupils starting the school	Pupil can access the building and classrooms appropriately Information accessible to pupils Improved outcome for pupils
		Short, Medium				

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Allocated individual support • Signage • Writing frames • Large text • Illuminated text • Braille • Audiotape • Lip speaking • Sign language	Long Term	Pupil requirements will be assessed and identified prior to entry to the school.	Individual pupil needs will then be accommodated, and the information given to all staff.	When pupil has started the school Academic Review Days Annually	
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4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Director, SENCO and the Board of Trustees

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy