



John O'Gaunt School

Accessibility Plan

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1. Introduction

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

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning, “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Schools within the Excalibur Academies Trust provide pupils with high quality learning opportunities, so that each child attains and achieves all that they are able to do. Everyone in our trust is regarded as an important individual, included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum.

Our school ethos and values further underpin our commitment to ensuring everyone can access what they need to thrive:

Our Mission – John O’Gaunt School is part of Excalibur Academies Trust. As such, the school aligns with the Trust’s mission to provide an excellent education, empowering individuals to thrive and grow within a caring, aspirational and outward looking culture.

Vision – *Our vision is simple; to be excellent in everything we do.*

We are restless in our pursuit of excellence, through which we can ensure that every JOG student, no matter their starting point, uniqueness, or talents, can achieve their very best.

Ethos – *JOG is a school of ‘Big school ambition, small school care’.*

We have big ambitions for all our learners and are dedicated to offering them challenging and engaging learning of the highest quality. Equally, we pride ourselves on being a small community driven school, where we know each other well and offer close individual support, advice and guidance, so that all students can succeed and fulfil their potential.

Values

Our values of ‘Ambition, Care and Courage’ underpin our vision and ethos.

We believe these values are particularly relevant and important for our learners, so that our students develop the strength of character that they will need to succeed in the modern world.

- **Ambition** – We have high expectations of ourselves and those around us. We work hard and show our desire and determination to succeed at whatever we do. We never settle for less than our very best.

- **Care** – We are kind, courteous and respectful and are never afraid to show the caring side of our personality. We care for each other, our families, our community and beyond. We celebrate and embrace uniqueness and diversity.
- **Courage** – We are resilient and go the extra mile and do our best, especially when things are tough, or we face adversity. We participate and contribute and recognise that failure is an integral part of succeeding. We have the courage to stand up for others, no matter their background or differences to us.

This Accessibility plan should be read in conjunction, and in line with the following policies and procedures:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plans
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs Procedure
- Teaching and Learning Procedure
- Excalibur Employment Manual

The plan must be made available online on the school website.

2. Definition

According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

3. Objectives

Excalibur Academies Trust is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The schools recognise and value parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

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.

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

Local accessibility plans address improving the physical environment and curriculum access and written access for all pupils, staff and visitors to the schools within a given timeframe where practicable.

This Accessibility Plan will be monitored through the Principals, Inclusion Leader and School Business Manager.

Ofsted may monitor the Accessibility Plan during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every 3 years, but may be reviewed and updated more frequently if necessary.

Excalibur Academies Trust, Academy Principals, School Business Manager have responsibility for overseeing aspects of Health and Safety.

The priorities for the Accessibility Plan for our schools were identified by:

- Principal
- (SENCO)
- Operations Manager

Approved  Principal

Date October 2026

Review Date September 2027

4. Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO REVIEW	SUCCESS CRITERIA
Increase access to the curriculum for pupils with SEND.	• Our school offers a differentiated curriculum for all pupils, especially those with SEND. • Teaching and Learning has the 'JOG non-negotiables' at the heart of everything we do and these are rooted in the EEF's SEND 5-A-Day principles. • New JOG Student Passport Template was created in 2024 following guidance from the Trust SEND Lead. All students have a new passport written by the SENCO. Passports are sent home three times a year welcoming feedback/ comments from parents or carers.	Our curriculum is fit for purpose, for all, as well as frequently reviewed.	Adaptive teaching is consistently in place as demonstrated through QA and reflects our JOG mantra: 'teach children, not lessons'.	SLT/ FL/ SENCO	Sept 27	All students make progress relative to their starting point and are supported to achieve the best they can do. All students feel included in lessons. SENCO knows our SEND students well and informs staff of any changes necessary, following screening / identification of needs.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO REVIEW	SUCCESS CRITERIA
	• We use resources tailored to the needs of pupils who require support to access the curriculum. • Staff have SEND Toolkits including overlays, Lesson Checklists and fidget toys to support reasonable adjustments in the classroom. • All classrooms have visualisers, reading tracker tools and class-sets of mini whiteboards to support with adaptive teaching and a low-threat inclusive approach. • Coloured and enlarged exercise books are provided for all students that need this. • Laptops and iPads (as well as headsets) are allocated to students that require assistive technology to access the curriculum.	Ensure that all students needs are reviewed and planned for	New students are explicitly taught how to use assistive technology (including reader pens) and develop competent IT skills. Student 'Online Exercise Books' are routinely monitored by teachers and impactful feedback is given to students.	Faculty Leads / Teachers/ SENCO	Sept 27	All students' needs for extra / different resources are met without delay. Students are well known by their teachers and TAs and consequently, make good progress.

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	- Curriculum resources include examples of people with SEND. - Internal Deep Dives ask teachers and students questions specifically addressing how inclusive the curriculum offer is.	Our curriculum is rich, broad and include examples of all those who represent our community. Students without SEND are allies of their peers with special educational needs.	PPT / resources / teaching aids used in lessons highlight our diverse community and society. These are regularly reviewed to reflect the changes in our cohort and student voice.	Faculty Leads / Teachers	Sept 27	Students' background / needs / disabilities are not ignored so that all can feel valued by the whole JOG community.

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	Curriculum progress is tracked for all pupils, including those with SEND. This is identified and discusses as part of the Standards Strategy document and meetings between SLT and FLS.	SEND students are prioritised for all interventions in order to drive forward their attainment and work towards their personal ambitions.	Students to be offered extra support sessions (small groups / 1-1 intervention) either by the FL or in S&S. As appropriate, bespoke interventions to be offered to EBSA students for short periods of time, to re-engage with learning.	SLT/ FL/SENCO	Sept 27 but ongoing review	FLs have a robust overview of how students with SEND are performing in their subjects and put plans in place to prioritize their attainment.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO REVIEW	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of students, staff and visitors as required. This includes: • Ramps with handrails at main and student entrances • Corridor width • Disabled parking bays • Disabled toilet and changing facilities • Yellow tape/ paint is used to highlight steps and ramps where necessary • Staff are aware of the building limitations due to its age (no lifts, steps between blocks) and make adjustments as required to achieve access for students (e.g re-rooming, use of mobile ramps) • Medical needs of pupils are met within the capability of the school to facilitate inclusion and staff are aware of how to adapt/respond to them	Long Term - The school will take account the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	All future improvements and refurbishments to meet Access Standards	Principal, Operations Manager	Ongoing	All works supported by school surveyor and in-line with regulations in the Equality Act 2010.
		Further use of highly visible markings across the site for stairs/steps, handrails and vertical posts	Review of site to be carried out and areas deemed in need of highly visible markings to be addressed	Operations Manager/ Caretaker	Sept 27	Consistent use of highly visible markings across the site to ensure safety for VI & SEN
		Further use of signs including picture form across the site	New/replacement signs to include picture form where appropriate	Operations Manager/ Caretaker	Ongoing	Consistent use of signs including picture form across the site to support SEN students

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	• A calm area (study and support) is available for SEND students as required and includes a sensory room • Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons • Teachers ensure that seating plans are in place to support the inclusion of students	Students with SEND to be consulted regarding the accessibility of classrooms, calm area, toilets, changing facilities etc.	Consultation to be carried out including a site walk	SENCO	Sept 27	Awareness of SEND students' concerns regarding accessibility to inform action plan