



Journey Education Group

Accessibility Plan

September 2025 – August 2026

Our Ethos

The **ethos** of Journey Education Group is to provide a high-quality, all-round education, in a happy and caring family atmosphere, so that each child is well prepared for the opportunities and challenges that they will face in life.

1. Rationale

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against young people, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special educational Needs and Disability Act 2001 and the Disability Discrimination Act (DDA) 1995. We are committed to providing a fully accessible environment which values and includes all young people, staff, parents and carers, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. As part of this provision all staff will challenge negative attitudes about disability and accessibility and work together to develop a culture of awareness, tolerance and inclusion.

2. Our Aim

Our **aim** is for every child to enjoy their learning journey, achieve the best they can and to become responsible citizens who can work together cooperatively and with respect for their peers.

- This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school. The plan is reviewed every three years.
- The school aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- The school ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010

3. Reasonable Adjustments

3.1 We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

3.2 When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.

3.3 Where an auxiliary aid is not provided under the SEN system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.

3.4 There is no legal definition of auxiliary aids. We interpret this to mean any or all of the

following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.

- 3.5 Our Curriculum Policy defines what provision we make available, including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
- 3.6 Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.
- 3.7 We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year accessibility plan, we reserve the right to deem these as unreasonable.
- 3.8 It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be *reasonable*.

4 Aspects of the Plan

4.1 Our Accessibility Plan focuses on the following areas:

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

5 Responsibility

- 5.1 It is the responsibility of the headteacher to ensure that the school has an Accessibility Plan which matches the needs of the school and to ensure that it is available on the school's website.
- 5.2 It is the responsibility of the Proprietor (via the Director of Operations) to ensure that the plan is reviewed annually and is fit for purpose.

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Curricular access	Ongoing: Sensory aids for some children as needed. Accessible mouse for SB	Dir of Ed Class Teachers	All children to have access to coloured overlays, pencil grips, personalised checklists if required. Sensory breaks for children with ASC.
Resourcing to support access to curriculum and learning	Ongoing: Continued use of laptops to record work, also use of dictate function and immersive reader.	Dir of Ed Class Teachers	Higher level of recording of key ideas Use of laptops for writing for pupils who find writing incredibly challenging. Children identified on an individual basis for support with use of laptop

Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities

Targets/Strategies	Timing	Responsibility	Success criteria
Maintain Clear Corridors and Fire Escape routes	Ongoing:	Facilities Manager/ Fire Warden	Enable unobstructed access for Wheelchair users, VI and Temporary Impaired users at all times.

Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

Targets/ Strategies	Timing	Responsibility	Success criteria
Large print resources and use of coloured overlays	Overlays in use for children and some pupils with coloured glasses	Admin/ Class Teachers	To ensure easier and more successful access to printed matter in lessons.
Pictorial or symbolic representations	Continue use of visual timetable and signage for separation of the hub (e.g. signs for primary and secondary sections of the hub)	Admin/ Class Teachers/ Key Workers	To ensure children with additional needs are confident that they are aware of the structure of the day.
Readers/assistants for examinations	Ongoing: Continue with exam support arrangements with online assessment for some children working in a smaller classroom.	Centre Manager LSAs Class Teachers	Dir of Ed and SEND pupils to complete questionnaires in a separate room with assistance
Additional time for examinations	Additional time for children with diagnosed and undiagnosed needs	Centre Manager Dir of Ed Class Teachers	To ensure all pupils perform at the best of their abilities and are measured accordingly.