



Jasmine House School

Accessibility Plan



Plan status	September 2026 update to the current statutory accessibility plan
Next plan	September 2027
Operational lead	Headteacher, supported by the Inclusion Lead and Operational Lead
Approval and oversight	Proprietor

This is a live plan. It is reviewed at least annually and revised sooner where pupil need, the school environment or statutory requirements change.

1. Purpose and commitment

Jasmine House School is committed to ensuring that disabled pupils can participate fully in school life, access an ambitious and appropriately adapted curriculum, use the school environment safely and with dignity, and receive information in a form they can understand.

This Accessibility Plan sets out how the school will increase accessibility over time in the three areas required by Schedule 10 of the Equality Act 2010:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment so disabled pupils can take greater advantage of education, benefits, facilities and services; and
- improving the delivery of information to disabled pupils where that information is readily accessible to pupils who are not disabled.

The plan complements, but does not replace, the school's ongoing duty to make reasonable adjustments for individual disabled pupils. Reasonable adjustments are considered proactively and in response to changing need.

How this public plan is managed

The public plan intentionally avoids fixed completion dates for every action. Schedule 10 requires a written plan for the prescribed period, adequate resourcing, implementation and regular review; it does not require every improvement to carry a separate public deadline. Where a specific improvement needs a time-bound action, it will be managed through the School Improvement Plan, site action plan, risk assessment or an individual pupil plan. This keeps the published plan clear and easy to update while maintaining accountability.

2. Legal framework

This plan has been prepared with regard to:

- Equality Act 2010, including Part 6 and Schedule 10 (accessibility for disabled pupils);
- The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005, as preserved for the purposes of Schedule 10;
- Children and Families Act 2014, where relevant to pupils with special educational needs and Education, Health and Care plans;
- SEND Code of Practice: 0 to 25 years;
- Education (Independent School Standards) Regulations 2014 (as amended);
- DfE Independent School Standards guidance (April 2026); and
- DfE Equality Act 2010: advice for schools.

The production of an Accessibility Plan is not itself an Independent School Standard. However, the proprietor of an independent school is required to prepare, review, revise and implement an Accessibility Plan under Schedule 10 of the Equality Act 2010. Inspection may consider how the school is meeting these duties. Jasmine House publishes the plan on its website as its chosen means of making the plan readily available.

3. Definition of disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Disability may be visible or non-visible and may include physical, sensory, communication, cognitive, neurodevelopmental and mental health needs.

4. Our approach at Jasmine House School

Accessibility is embedded within the school's person-centred approach. Decisions are informed by pupils' assessed needs, EHCPs where applicable, professional advice, pupil and parent/carer views, safeguarding considerations and the pupil's current ability to access learning and school life.

- Pupils are not expected to fit a single model of access; reasonable adjustments are considered individually.
- Adaptation should remove barriers without unnecessarily reducing ambition or limiting future opportunity.

- Communication, sensory regulation, literacy, mobility, vision, hearing, medical and emotional needs are considered as part of accessibility planning.
- Accessibility is considered when planning curriculum, assessment, enrichment, trips, careers, transition and preparation for adulthood.
- Pupil and parent/carer voice informs decisions wherever practicable.
- External advice, including therapy and specialist recommendations, is incorporated where relevant and its impact is reviewed.

5. Roles and responsibilities

Role	Key responsibilities
Proprietor	Retains legal responsibility for ensuring that the plan is prepared, adequately resourced, implemented, kept under review and revised where necessary.
Headteacher	Leads implementation; ensures accessibility is considered within school improvement, admissions/referral decisions, curriculum, safeguarding, staffing and resource allocation; reports material barriers to the proprietor.
Inclusion Lead	Coordinates identification of access barriers; supports staff to implement reasonable adjustments; links EHCP outcomes and specialist advice to classroom and wider-school practice; monitors impact.
Operational Lead	Supports site accessibility, premises checks, emergency arrangements, equipment, contractors and practical implementation of environmental adjustments.
Curriculum / subject leaders	Ensure curriculum plans, resources, assessment methods and qualifications are accessible and appropriately adapted without lowering ambition.
All staff	Know the pupils they work with, follow agreed adjustments, identify and report emerging barriers, and seek advice where a pupil is not able to participate fully.

6. Accessibility audit and review cycle

The school reviews accessibility at least annually and whenever a significant change occurs, for example when a new pupil is admitted, a pupil's needs change, a building alteration is planned, a new curriculum resource or digital system is introduced, or an incident identifies a previously unrecognised barrier.

The review considers:

- curriculum participation and access to teaching, assessment, qualifications, enrichment and trips;
- physical access, movement around the site, sensory environment, furniture, equipment, toilets and emergency evacuation;
- communication and information, including accessible formats, visual supports and digital access;
- patterns in attendance, behaviour, engagement or regulation that may indicate an access barrier;
- feedback from pupils, parents/carers, staff and relevant professionals; and
- whether adjustments are effective and remain proportionate to the pupil's current needs.

7. Accessibility priorities

The priorities below are ongoing strategic commitments. They are reviewed through the school's quality assurance cycle and updated when evidence shows that a barrier remains, a new barrier emerges, or a more effective adjustment is identified.

Planning duty 1: Access to the curriculum

Priority / intended improvement	How Jasmine House will address this	Evidence of impact / review	Lead & review cycle
Curriculum access is planned from individual need	Use EHCPs, baseline information, pupil profiles, professional advice and ongoing assessment to identify barriers and agree reasonable adjustments. Review adjustments when needs or curriculum demands change.	Pupils participate in an ambitious curriculum; staff can explain key adjustments; barriers are identified and acted on promptly.	HT / Inclusion Lead / curriculum leaders Ongoing
Teaching and learning resources are accessible	Use clear layout, appropriate reading level, visual supports, chunking, alternative recording methods, assistive technology and adapted practical resources where these support access.	Pupils can engage with lesson content and demonstrate learning in ways that remain valid for the intended outcome or qualification.	Curriculum leaders / teachers Ongoing
Staff expertise reflects the needs of the cohort	Provide targeted CPD and coaching in autism, communication, dyslexia/literacy, sensory needs, regulation, assistive technology and other needs identified through the cohort.	Staff demonstrate consistent use of agreed strategies; QA shows adjustments are implemented in practice.	HT / Inclusion Lead / T&L Lead Annual review
Assessment and accreditation remain accessible	Use appropriate assessment methods and apply for access arrangements or reasonable adjustments where permitted by awarding organisations, without compromising assessment validity.	Eligible pupils receive agreed arrangements; assessment reflects knowledge and skills rather than avoidable access barriers.	Exams Officer / curriculum leaders / Inclusion Lead As required
Wider curriculum and preparation for adulthood are accessible	Plan trips, careers, work-related learning, community access, enrichment and independence opportunities with individual risk assessment and reasonable adjustment.	Disabled pupils participate meaningfully in wider opportunities and transition activity.	Curriculum leaders / Inclusion Lead / Careers Lead Ongoing

Planning duty 2: Access to the physical environment

Priority / intended improvement	How Jasmine House will address this	Evidence of impact / review	Lead & review cycle
Physical access is considered at referral/admission and when needs change	Assess mobility, sensory, personal care and medical access needs before placement and whenever circumstances change; seek specialist advice where necessary.	Known barriers are identified before they prevent participation; adjustments are planned with the pupil/family and professionals where appropriate.	HT / Inclusion Lead / Operational Lead At referral & as required
The site is routinely checked for accessibility barriers	Include accessibility within premises walks and audits, considering routes, thresholds, lighting, contrast, noise, signage, furniture, toilets, outdoor areas and safe access to learning spaces.	Identified barriers are risk-assessed and addressed or mitigated; site decisions consider current and reasonably foreseeable needs.	Operational Lead / HT Annual review
Reasonable physical adjustments are made where practicable	Provide or adjust furniture, equipment, handrails, visual contrast, room layout, sensory features or other physical arrangements according to assessed need and professional advice.	Pupils can move around and use relevant spaces safely, with dignity and increasing independence.	Operational Lead / Inclusion Lead As required
Emergency arrangements are accessible	Ensure evacuation and emergency procedures consider individual mobility, sensory, communication and regulation needs; use individual arrangements/PEEPs where required.	Staff know how to support pupils safely in an emergency; individual arrangements are current and practised where appropriate.	Operational Lead / DSL / Inclusion Lead Termly & as required

Planning duty 3: Access to information

Priority / intended improvement	How Jasmine House will address this	Evidence of impact / review	Lead & review cycle
Written information is available in accessible forms	Adapt information where needed using clear language, visual prompts, symbols, larger print, electronic formats, alternative presentation or other reasonable formats.	Pupils and families can understand information that affects participation, learning, safety and decision-making.	Inclusion Lead / relevant leader Ongoing
Communication preferences are known and used	Record relevant communication needs and preferred methods; use pupil-specific communication strategies and specialist advice consistently across staff.	Pupils can express needs, choices, concerns and views; staff can interpret and respond to communication appropriately.	Inclusion Lead / class teams / therapy staff Ongoing
Digital information and systems are considered for accessibility	Review digital platforms, learning materials and online communications for readability, navigation, visual load and compatibility with reasonable adjustments or assistive technology.	Digital systems do not create avoidable barriers to learning or communication.	ICT Lead / curriculum leaders / Inclusion Lead Annual review
Public-facing information can be provided in alternative formats	Make parents/carers and visitors aware that key school information can be provided in an alternative accessible format on request.	Requests for accessible information are responded to within a reasonable time and in a suitable format.	HT / administration team As required

8. Annual review and evidence of impact

The Headteacher will coordinate an annual review with relevant leaders and report material findings to the proprietor. The review is not limited to whether actions have been completed; it considers whether disabled pupils are actually able to access, participate and make progress.

Review question	Possible evidence	Response / next step
Can disabled pupils participate fully in the curriculum and wider school life?	Learning walks, pupil work, attendance/engagement, enrichment participation, pupil/parent voice	Record any new barrier and agree the appropriate adjustment or improvement action.
Are agreed reasonable adjustments implemented consistently?	Pupil profiles, classroom observation, staff discussion, therapy/specialist advice	Provide clarification, coaching or revised adjustment where implementation is inconsistent.
Does the physical environment remain suitable for pupils on roll and reasonably foreseeable needs?	Premises/accessibility audit, risk assessments, PEEPs, incident records	Prioritise adjustments or mitigation according to risk and need.
Can pupils and families access important information?	Communication records, feedback, requests for alternative formats, website/document review	Revise format, communication method or publication arrangements.
Are actions improving independence, dignity, safety and participation?	Case sampling and progress against individual outcomes	Continue, amend or discontinue adjustments according to impact.

9. Recording time-limited actions

Where the annual review identifies an improvement that requires a specific deadline, budget, contractor, training event or named pupil action, the detail will be recorded in the most appropriate operational document, for example the School Improvement Plan, premises/site action plan, risk assessment, EHCP provision record, individual support plan or staff CPD plan. The Accessibility Plan will be revised if the change is material to the school's strategic accessibility priorities.

10. Publication, availability and review

- Jasmine House publishes this plan on the school website and will make a hard copy available on request.
- The school will provide an alternative accessible format where this is reasonably required.

- The proprietor will ensure the plan is kept under review during the statutory period and revised where necessary.
- Operational progress is reviewed at least annually and may be reviewed sooner in response to individual need, changes to the site, curriculum, technology or statutory guidance.

11. Related school documents

- Admissions Policy
- Curriculum Policy
- Assessment, Recording and Reporting Policy
- Equality / Equality, Diversity and Inclusion Policy
- SEND / Inclusion arrangements
- Health and Safety Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting pupils with medical needs / medication procedures
- Risk assessments and Personal Emergency Evacuation Plans (where required)

Accessibility at Jasmine House is a continuous process: identify the barrier → make the adjustment → check the impact → review.