



## **Accessibility Policy and Plan**

**Review cycle:** Every three years

**Last Review Date:** October 2021

**Next Review Date:** October 2024

**Staff responsible:** Headmaster, Bursar, SENCO

**Governor responsible:** Mrs K Fenwick

THIS POLICY IS APPLICABLE TO ALL PUPILS, INCLUDING THOSE IN THE EYFS



## ACCESSIBILITY FOR DISABLED PUPILS

### Introduction

This policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Disability is defined by the Equality Act 2010:

*"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."*

### Key Objective

To provide 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.

### Principles

Compliance with the Equality Act 2010 is consistent with St John's aims, the Equal Opportunities Policy and the Special Educational Needs Policy.

St John's recognises its duty under the Equality Act 2010 :

- *not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services*
- *not to treat disabled pupils less favourably*
- *to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage*
- *to publish an Accessibility Plan for disabled pupils in compliance with Schedule 10.*

St John's recognises and values parents' knowledge of their child's disability and its effect on his ability to carry out normal activities, and respects the parents' and child's right to confidentiality. St John's provides all of its pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- *setting suitable learning challenges*
- *responding to pupils' diverse learning needs*
- *overcoming potential barriers to learning and assessment for individuals and groups of pupils where reasonable.*



## **Activity**

### a) Education & related activities

St John's will continue to seek and follow the advice of specialist services, such as specialist teachers for the visually impaired, hearing impaired and physically impaired and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### b) Physical environment

St John's will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. This will include: assessing acoustics, lighting, colour schemes and the accessibility of facilities and fittings especially handrails and ramps.

### c) Provision of information

St John's will continue to improve the way in which information is delivered to pupils, staff, parents and visitors with disabilities. For example, information that is normally provided in writing (such as handouts, textbooks) is made more accessible for visually impaired pupils and adults by providing it in larger print and/or through assistive technology, by selecting appropriate hardware and software.

### d) Increased access to the curriculum

St John's will continue to make reasonable adjustments that enable pupils with disabilities to have better access to the curriculum, such as changes to teaching and learning arrangements, classroom organisation, timetable and attending educational visits.

### e) Assistive technology

St John's will continue to develop its use of technology suited to pupils' needs to enable them to access the curriculum more easily. For example, laptops, ipads, interactive whiteboards, text to speech software.

## **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- *School Development Plan*
- *Special Educational Needs Policy*
- *Equal Opportunities Policy*
- *Teaching and learning Policy*
- *Health and Safety Policy*

## **Monitoring and evaluation:**

The implementation of this policy is monitored by the Headteacher and by the governors to evaluate its implementation and effectiveness. The policy will be reviewed by staff and governors every three years, or earlier if the need arises.


**APPENDIX 1: St John's School Accessibility Plan October 2021- October 2024**

<b>Access to the curriculum</b>			
<b>Target</b>	<b>Strategy</b>	<b>Time frame</b>	<b>Success Criteria</b>
Continued training for teachers and support staff on different aspects of SEN to ensure that they are knowledgeable in terms of the needs of the pupils with disabilities and strategies to support them.	Guest speakers, Inset, link professionals eg. Speech therapists, occupational therapists.  Pupil progress meetings, parents' meetings, review meetings.	On-going	All teachers and support staff meet the requirements of disabled children's needs with regards to accessing the curriculum.
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Specialist equipment provided when the need is identified.  On-going	Increased access to the curriculum.  Needs of all learners met.
Access arrangements to meet individual needs when taking tests etc will be applied for and support provided where required.	The SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	On -going	All pupils will have their individual needs met, and the school will attempt to remove any barriers to achieving their full potential.
All co- curricular activities are planned to ensure they are accessible to all children.	Review out of school provision to ensure compliance with legislation. Carry out risk assessments.	Review annually  On- going	All pupils are able to participate in all out of school activities.



<b>Access to the physical environment</b>			
<b>Target</b>	<b>Strategy</b>	<b>Time frame</b>	<b>Success Criteria</b>
To be aware of the access needs of disabled children, staff, governors, and parents/carers in the outside areas of the school.	<p>Review pedestrian access.</p> <p>Disabled members of staff, pupils, parents and visitors have a place to park in the staff carpark.</p> <p>Gates can be opened to allow people with mobility issues/wheelchairs to access the school.</p>	On-going	<p>All disabled personnel and pupils have safe exits from the school.</p> <p>There is a place for disabled members of staff and visitors to park throughout the school day.</p>
Ensure all areas have suitable signage.	Clear and visible signage around the school site.	On-going	All signage around the school enables disabled staff, pupils and visitors to easily access all areas.
Ensure all lighting to car parks and accessibility bays are operational and adequate.	Check exterior lighting is working on a regular basis.	On-going	Car parks and accessibility parking bays clearly lit.
Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of the need to keep fire exits clear. Regular fire practices take place termly.	On-going	All disabled personnel and pupils have safe exits from the school.