



**St John's School and Sixth Form College –
A Catholic Academy**

Accessibility Plan 2017-2020

- **Section 1: Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St John’s, the Plan will be monitored by The Headteacher and evaluated by the relevant Governors’ committee. The Plan is currently being updated.

At St John’s we are committed to working together to provide an inspirational and exciting learning community guided by Gospel Values, where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with students, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality

Objectives, and will similarly be published on the school website. We understand that the

Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) St John's is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Accessibility Plan will show how access is currently for disabled students, staff and visitors to the school and identified improvements within a given timeframe, anticipating the need to make reasonable adjustments to accommodate needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a disability, expanding the **curriculum** as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

5) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- a. Behaviour Management Policy

- b. Curriculum Policy
 - c. Equal Opportunities Policy
 - d. Health & Safety Policy
 - e. Equality Plan
 - f. School Prospectus
 - g. Learning Improvement Plans
 - h. Special Educational Needs Policy
 - i. Staff Development Policy
- 7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 8) The Accessibility Plan will be published on the school website.
- 9) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.
- 10) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for students with a disability	We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views.	The school has a proactive approach to collecting information from parents in order that needs are addressed quickly and efficiently. The school aims to have a robust 'anticipatory' approach rather than a reactive one.	Regular and timely liaison between SENDCo, Office Manager Premises Manager and First Aid Officer to review approaches and policies. Weekly briefings between SENDCo and First Aid Officer to review Personal Evacuation Plans and Health needs planning Students requiring the use of a wheelchair are escorted to lessons by a member of support staff Extra support is allocated where necessary to students with physical	SENDCo Office Manager	On-going

			<p>disabilities who require help to use DT equipment. Modified tools and utensils are available and wherever possible the school seeks advice from the Local Authority Occupational Health Officer and other NHS professionals</p> <p>Bespoke arrangements are created for those at risk of severe mental health issues/SEMH needs such as modified timetables, mentoring CBT based approaches and counselling, again seeking advice from mental health professionals so children can access the curriculum effectively</p>		
<p>Improve and maintain access to the physical environment</p>	<p>Disabled students participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for students with social/interaction impairments, after-school clubs for students with physical impairments, school trips for students with medical needs.</p>	<p>The School has a proactive maintenance and small works schedule; this forms the basis of all accommodation works where legislation dictates and budgets allow.</p> <p>Disabled students are informed and given access to school extra-curricular</p>	<p>On-going.</p> <p>On-going</p>	<p>Premises Manager</p> <p>SENDCo</p>	<p>On-going.</p> <p>On-going</p>

		<p>activities and excursions in line with opportunities given to non-disabled students, wherever it is possible and physically safe to do so in order to increase inclusion opportunities</p> <p>Alternative, supervised locations for those students with Social Emotional Mental Health Needs during break and lunch time</p> <p>Designated clean area for Type 1 diabetics to administer injections</p> <p>Warm clothing is kept for designated students with health needs so they can access Physical Education</p> <p>Designated 'safe spaces' for students with Autism to access in school if they require time away from busy areas during unstructured time</p>			
Improve the delivery of written information to students	There are areas of the curriculum to which disabled students have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for students with a physical impairment, science and technology for students with a visual impairment, humanities for	<p>Alternative signage (visual prompts) to be displayed at entry and exit points around the school and the subject areas on each floor</p> <p>Modifications to exam papers and test materials where permissible for</p>	<p>Signage to be produced and located</p> <p>Liaison between SENDCO and exams officer-ongoing</p>	<p>Premises Manager</p> <p>SENDCo/exams officer</p>	<p>Sept 2017</p> <p>On-going</p>

	students with learning difficulties. Other issues affect the participation of disabled students, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.	Visually impaired students who meet Access standards	Tests of equipment conducted to ensure they are in good working order- ongoing	Premises Manager	On-going
		Flashing Alarms in Disabled toilets for Hearing Impaired students Visual timetables issued to students with specific learning disabilities or hearing impairment		IT technician to improve access to website	Head of IT
		Access to allow an alteration to typeface on school website to support Visually impaired students / parents / carers			

Section 3: Current good practice

- We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our personal data collection surveys, and individual meetings/contact with parents/carers.
- Every Monday morning the SENDCO and JH (Lead First Aid) discuss any students who have presented with crutches, physical disabilities. Arrangements are made to support the student to enable access around the school. Plans are communicated to all staff by 9.30am. Weekly briefings between SENDCo and First Aid Officer to review Personal Evacuation Plans and Health needs planning.
- Students requiring the use of a wheelchair are escorted to lessons by a member of support staff
- Extra support is allocated where necessary to students with physical disabilities who require help to use DT equipment. Modified tools and utensils are available and wherever possible the school seeks advice from the Local Authority Occupational Health Officer and other NHS professionals
- Bespoke arrangements are created for those at risk of severe mental health issues/SEMH needs such as modified timetables, mentoring CBT based approaches and counselling, again seeking advice from mental health professionals so children can access the curriculum effectively.

Section 4: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is built upon a range of levels and has varying corridor widths and several access points from outside.	The School is working in conjunction with approved architects looking to secure funding to create expansions and develop designs which improve access and circulation around school.	Leadership	On-going
Corridor access	All corridors are suitable in size to accommodate wheelchair access.	All areas to be cleared of obstruction at all times.	All staff	On-going
Lifts	The School has one passenger lift sited in the main body of the School allowing access to 1 st and 2 nd floors. We also have a disabled platform lift allowing access into DT.	Currently maintained by the local authority through our SLA	Premises Manager	On-going
Parking bays	On-site car parking for staff and visitor includes two dedicated disabled parking bays in front of Student Reception and 2 disabled parking bays in the Visitor carpark.	Architects' proposals to design new access routes into School, possibly allowing further disabled bays	Leadership	On-going
Entrances	Entrances to the school are either flat or ramped and all have wide doors fitted.	Areas where access may be difficult (Portacabins) to be discussed with architects and at Premises meetings. If condition improvement application is successful (April 2017), temporary classrooms will be removed, alleviating the access problem. Further stages to be proposed through Premises meetings.	Premises Manager Leadership	January 2017

Ramps	The main entrance has a disabled ramp leading into the main body of the School.			
Toilets	The School has disabled toilets sited at various points throughout the School and Sports Facilities.			
Internal signage	The School has internal directional signage identifying key areas as well as the flow of movement.	Ongoing monitoring of all access in and around School, further strategies to be implemented as and when required.	Leadership	Ongoing
Emergency escape routes	The School has internal emergency signage and escape routes are clearly marked.	All emergency signage is being monitored, reviewed and updated by site staff.	Keith Stamp	On-going

Section 5: Management, coordination and implementation

- We will consult with experts when new situations regarding students with disabilities are experienced.
- The Governors and Leadership Team will work closely with the Local Authority and Diocese.

To be reviewed by Governors

Next review date: January 2017