

Accessibility plan



Approved by:

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1. Aims

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

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. As a learning community guided by Gospel values, equality and inclusion are at the core of our purpose at St John's.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan. This included the Diocese of Hexham and Newcastle and Durham Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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	Success criteria
Increase access to the curriculum for students with a disability	<i>Our school offers a differentiated curriculum for all students.</i>	Short term:	Review of curriculum offer	CPA/CPU	Nov 18	Broad and balanced curriculum offer catering well for all groups including students with disability
		Medium term:	Review of subject curricula adopting the '3i' Ofsted curriculum analysis principles	LT Links	Aug 18	Curriculum content tailored to the needs of students with disability
	<i>We use resources tailored to the needs of students who require support to access the curriculum.</i>	Short term:	Audit of current resources taking into account the specific needs of incoming students	SENDCO	Dec 18	Clear indication of strengths and areas for improvement
		Medium term:	Move from Alpha smarts to chromebooks in order to take advantage of better functionality	SENDCO	Jul 19	Clear plan for improvement

	<i>Curriculum resources include examples of people with disabilities.</i>	Short term:	Audit of current resources	SENDCO	Dec 18	Clear indication of strengths and areas for improvement
		Medium term:	Action plan to develop resources based on the audit	SENDCO	Mar 19	Improvement in the standard of resources used for students with disability
	<i>Curriculum progress is tracked for all students, including those with a disability.</i>	Short term:	Ensure that new tracking software is tailored to be able to track all students with SEND effectively.	SENDCO	Dec 18	Improved tracking leading to improved results
	<i>Targets are set effectively and are appropriate for students with additional needs.</i>	Short term:	Ensure that 'provision map' & classcharts information is kept up to date so that teachers can make informed decisions about targets for students with SEND	SENDCO	Dec 18	Indication of strengths and areas for improvement
Improve and maintain access to the physical environment Improve the delivery of information to students with a disability	<i>The environment is adapted to the needs of students as required.</i> <i>This includes:</i> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width 	Short term:	Update the ongoing audit of the school environment	Premises Manager	Dec 18	Identify potential for improvement and inform the ongoing schedule of works
		Medium term:	Schedule of works updated to included improvement priorities	Premises Manager	Mar 19	Scheduled works to improve the environment for students with disability

	<ul style="list-style-type: none"> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> <p><i>Library shelves at wheelchair-accessible height</i></p>	Long term:	Consider bid funded capital investment in order to make substantial improvements to the accessibility of school (eg increase corridor width)	LT	Aug 19	Successful CIF bid and subsequent school improvements
	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> <p><i>Pictorial or symbolic representations</i></p>	Short term:	Action plan to address communication shortfalls	SENDCO/Premises manager	Dec 18	Indication of strengths and areas for improvement
		Medium term:	Monitor progress of action plan	SENDCO/ Premises manager	Mar 19	Improvements made
		Long term:	Implementation of the Action Plan	SENDCO/ Premises manager	Apr 19 onwards	Improved tracking leading to improved results

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

