



SAINT JOHN'S

# ACCESSIBILITY PLAN

Designated Member of Staff	Inclusion Lead
Committee with responsibility	Curriculum and Standards
Date of Issue	Spring 2022
Frequency of Review	Every 3 years

Issue Number	Issue Date	Summary of Changes
1	March 2022	Review and re-format of the policy
2	April 2025	Review and re-format of the policy
3	April 2026	Review and re-format of the policy

## **Introduction**

Our aim at Saint John's is a place "where we all flourish": for all learners to access a broad and balanced curriculum in a safe learning environment and there will be clarity of provision for them. All learners are valued and every child matters. Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

## **Statement of intent**

Saint John's is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience. This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan. The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Equality policy.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

## **This policy operates in conjunction with the following school policies:**

- Equality Policy
- EYFS Early Years Foundation Stage Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Children with Health Needs Policy
- Behaviour & Relationships Policy
- Health and Safety Policy

## Definitions

- In line with the Equality Act 2010, “indirect discrimination” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:
  - The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
  - It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
  - The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.
- The “protected characteristics” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.
- A person is defined as having a “disability” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

## Roles and responsibilities

### The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.
- ***The headteacher will be responsible for:***
- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.
- ***The SENCO will be responsible for:***
- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.
- ***Staff members will be responsible for:***
- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

## **Accessibility Plan**

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe and is part of this document.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

## **Equal Opportunities**

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **Admissions**

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## **Curriculum**

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require them to fully participate in the curriculum.

## **Physical Environment**

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Access to the physical environment					
Action	Strategy	Timescale	Responsibility	Success Criteria	Review
For any new building work - plan for access requirements	All contractors to work to meet GCC Environment Access Standards	On going	Head Teacher/ Office Manager	All works in-line with regulations in the Equality Act 2010.	<b>On-going</b>
Investigate quality and appropriateness of disabled facilities	Continued liaison with outside agencies to ensure disabled facilities fit current needs	On going	Head Teacher/ Office Manager	On-going use of facilities, any reasonable adjustments considered and implemented	<b>On-going</b>
School is aware of the access needs of children, parents/carers including EAL	Audit accessibility for children, parents / carers for day to day routines and for one-off events  Ensure PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school pupil or adult becomes physically impaired	Sept 2022  On going	Head Teacher/ Inclusion Lead	On-going dialogue between parents and carers. Appropriate support in place.	<b>Whole school use of Dojo on a daily basis for communication with parents - translation of messages/information into other languages option available.</b>  <b>On-going awareness of PEEP</b>
To make the school more accessible for the hearing impaired	Hearing impaired parents will always be escorted through coded doors.	On going	All staff	Hearing Impaired are able to attend meetings in any area of the school as necessary.	<b>On-going</b>
To make the school more accessible for the visually impaired	Review signs with symbols, review size of type on visuals in reception area through H&S audits	On going	All staff	On-going dialogue between parents and carers. Appropriate adjustments made as found.	<b>On-going</b>
To make the school more accessible for EAL parents	Review signs with symbols, welcome sign in different languages and formats	On going	Head Teacher/Inclusion Lead	On-going dialogue with parents and carers. Signs in place.	<b>School welcome sign is different languages in place (2025)</b>  <b>On-going</b>
Access to the curriculum					
Action	Strategy	Timescale	Responsibility	Success Criteria	Review
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	On going	Head Teacher/ Inclusion Lead/ Subject Leaders	Curriculum is in place and school self-evaluation activities demonstrate that these processes are in place	<b>On-going</b>

School visits accessible to all pupils	Audit of visits in terms of accessibility. Staff to check with Inclusion Lead as part of the trip checklist. Individual Risk Assessments completed as required.	On going	Head Teacher/ Deputy Head in charge of visits and trips Staff leading trips	All risk assessments completed. Reasonable adjustments made to ensure access to visits. Parents involved in individual risk assessments	<b>On-going</b>
Ensure PE activities are accessible by all, include activities that do not need physical strength.	Liaise with outside agencies for any students requiring adaptations	On going	P.E. Lead	PE curriculum adapted to meet needs of all children. Appropriate individualised resources available.	<b>On-going</b>
Review SEND list three times a year to ensure needs are covered	Audit SEND list, view strategies that are in place and revise as appropriate		Inclusion Lead/SENCO	All SEND children make progress.	<b>On-going</b>
<b>Access to information</b>					
<b>Action</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	
Develop use of visuals around school.	Ensure students use a visual timetable where required		Class teachers/ Inclusion Lead/SENCO	Visuals used by all stakeholders	<b>Whole class visual timetable available in each class. Visual signs used around the school building</b>  <b>On-going</b>
Improve accessibility of information in reception area.	Review signs with symbols, welcome sign in different languages and formats.		Office Manager	Signs in place and assessed for suitability	<b>On-going</b>