



SAINT JOHN'S

# ACCESSIBILITY PLAN

Spring 2022

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

## 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.

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. 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. The plan will be made available online on the school website, and paper copies are available upon request.

## Legislation and guidance

This plan has been created to meet 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled Student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## Action Plan

Access to the physical environment				
Action	Strategy	Timescale	Responsibility	Success Criteria
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.
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

School is aware of the access needs of parents/carers including EAL	All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other languages. Audit accessibility for parents / carers for day to day routines and for one-off events	Sept 2022 On going	Head Teacher/ Inclusion Lead	On-going dialogue between parents and carers. Appropriate support in place.
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.
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.
To make the school more accessible for EAL parents	Review signs with symbols, welcome sign in different languages and formats	On going	Inclusion Lead	On-going dialogue with parents and carers. Signs in place.

#### Access to the curriculum

Action	Strategy	Timescale	Responsibility	Success Criteria
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
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
Ensure PE activities are accessible by all, include activities	Liaise with outside agencies for any students requiring adaptations	On going	P.E. Lead	PE curriculum adapted to meet needs of all children. Appropriate

that do not need physical strength.				individualised resources available.
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	All SEND children make progress.
<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 Leader	Visuals used by all stakeholders
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