

Accessibility plan

St John's Special School and College



Approved by:	SJS LAB	Date: [March 2018]
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Last reviewed on:	[Nov 2017]
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Next review due by:	[March 2019]
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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.

Our school aims are to -

1. Provide a safe, healthy and happy school environment, which is conducive to effective teaching and learning.
2. Value and respect all pupils, parents and staff regardless of age, ability, gender, religion, ethnicity or background.
3. Provide meaningful and motivating learning opportunities for all pupils across a broad, balanced and relevant curriculum.
4. Ensure that all pupils receive their entitlement to personalised learning in line with their individual needs and preferences.
5. Utilise and develop appropriate forms of communication to promote understanding and self-expression for all pupils.
6. Promote positive pupil self-esteem and also an understanding of and respect for others, through a programme of citizenship, personal, social and health education.
7. Encourage pupils to express preferences, make decisions and to engage in self-advocacy within school and the wider community.
8. Facilitate a team approach to meeting individual need, which includes educational, health and support workers as well as the pupil and their family.
9. Work in partnership with other schools and educational organisations to develop inclusive practice.
10. Enhance pupil progress and achievement by regarding all teachers in school as learners and leaders.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Provide a safe, healthy and happy school environment, which is conducive to effective teaching and learning.</p> <p>Value and respect all pupils, parents and staff regardless of age, ability, gender, religion, ethnicity or background.</p> <p>Provide meaningful and motivating learning opportunities for all pupils across a broad, balanced and relevant curriculum.</p> <p>Ensure that all pupils receive their entitlement to personalised learning in line with their individual needs and preferences.</p> <p>Utilise and develop appropriate forms of communication to promote understanding and self-expression for all pupils.</p> <p>Promote positive pupil self-</p>	<p>Design and implement a system for monitoring progress without P level in accordance with the Rochford review.</p> <p>Continue with pupil progress meetings for all teachers every term</p> <p>Move KS1 pupils with PMLD to a new room, specially designed and acoustically and visually treated, hoist system tracking to be installed.</p>	<p>SLG to design a framework of appropriate progress</p> <p>Monitor and continue</p> <p>Work in conjunction with PMLD teachers and specialist contractors to ensure appropriate environment</p>	<p>SLG</p> <p>SLG</p> <p>Julia Jones, Hayley Partridge</p>	<p>Sept 2018</p> <p>ongoing</p> <p>Sept 2017</p>	<p>Successful installation of playground, being used and accessed by all pupils</p>

	<p>esteem and also an understanding of and respect for others, through a programme of citizenship, personal, social and health education.</p> <p>Encourage pupils to express preferences, make decisions and to engage in self-advocacy within school and the wider community.</p> <p>Facilitate a team approach to meeting individual need, which includes educational, health and support workers as well as the pupil and their family.</p> <p>Work in partnership with other schools and educational organisations to develop inclusive practice.</p> <p>Enhance pupil progress and achievement by regarding all teachers in school as learners and leaders.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required, many of whom have a physical disability and use specialist equipment and wheelchairs.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Hoist access where needed • Corridor and door width 	<p>Most aspects already in place and monitored on a regular basis, for example hoists serviced annually etc.</p> <p>Swimming pool, improve access for more space for pupils who require physical support to enter the pool</p> <p>New disabled toilets</p>	<p>Move hoist access beds and move partitions to gain more space to allow for 6 changing beds in total</p>	<p>Julia, PMLD teachers, contractors</p> <p>Keir</p>	<p>Quotes sought Nov 2017</p> <p>April 2017</p>	<p>Work completed 2017</p> <p>Work complete 2017</p>

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities <p>Wheelchair accessible play equipment</p> <p>Work with physiotherapists and occupational therapists on environment and suitability</p>	<p>build in new build</p> <p>Improve outside playground equipment with access to all pupils regardless of disabilities</p> <p>Continue good links with specialists</p>	<p>Playground to be designed and installed</p>	<p>Julia Jones and Timotay</p>	<p>Majority complete by August 2017, wheelchair swing – Nov 2017</p>	<p>Pupils successfully moved to new room, improved access for all, improvement seen in pupil behavior with a specialist environment.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<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>PECS / symbols/object cues/tactile cues</i> • <i>Sign language</i> • <i>Intensive interaction</i> 	<p>Continued work with speech and language therapists</p> <p>Employed a resource assistant to ensure objects / symbols / visuals are consistent and in good order at all times</p> <p>Communication support team continue to work on consistency and appropriateness of visuals and signage across the school.</p> <p>Sign language training in house and accredited offered to all staff</p> <p>Intensive interaction trained trainer employed by the school</p> <p>Maddie has done an</p>	<p>Continue good links with specialists</p> <p>Monitor the new role and continue to employ</p> <p>CST to revisit consistent signage across the school</p>	<p>SALT SLG</p> <p>SLG</p> <p>CST</p> <p>Bob, signing LSA</p> <p>MP</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Complete, needs</p>	<p>Hugely successful, evidenced by visuals consistently in place and in good order, updated as necessary</p>

		audit of pupils' preferred means of communication			monitoring to ensure effectiveness	
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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 Local Advisory Board.

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

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	None		
Corridor access		Ensure corridors are kept clear of clutter, including outside office where deliveries are often left	AH / PLs / site	ongoing
Lifts	none	None needed		
Parking bays	1 parking bay, also access for buses with taillifts	none	CB	
Entrances	All wheelchair accessible with wide doors and ramps. Fob system ensures safety for pupils	none	CB	
Ramps	All areas accessible to pupils / visitors have ramps	Ramp outside L5 has a drop – needs a small ramp installing. L5 required a wheelchair size door to be fitted (ordered)	site	Ramp – asap Door - Christmas

Toilets	All appropriate toilets in place for adults and pupils. Disabled staff toilet in new build	none		
Reception area	All appropriate and accessible	none		
Internal signage	Communication support team implement and monitor consistent and appropriateness of signage across the school, inc visual / text symbols and objects of reference	Monitor ongoing	CST / CB	
Emergency escape routes	All accessible for wheelchair access with wise doors / ramps	none	CB	

APPENDIX 2

Equality and Diversity Statement for our website - March 2018

At St John's Special School and College, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity; and we welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In fulfilling these legal obligations, we are guided by nine principles:

- Everyone is of equal value
- We recognise and respect diversity
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve widely
- Society as a whole should benefit
- We base our practices on sound evidence
- Treating people equally does not necessarily involve treating them all the same.

Our policies, procedures and activities do not discriminate but nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

Protected Characteristics - these are the characteristics which are afforded explicit protection from discrimination under the Equality Act 2010. The characteristics are:

Human rights legislation is also considered when undertaking Equality Impact

Assessments (see below). Although socioeconomic status is no longer a protected characteristic within the Equality Act 2010, it is good practice to have regard for this dimension of equality when conducting Equality Impact Assessments.

- Age
- Disability, so that reasonable adjustments are made

- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion, belief or faith background
- Sexual orientation

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom; maintaining an awareness of British Values
- respond to prejudice-related incidents in line with the school's policy
- plan and deliver curricula and lessons that reflect the 9 principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

We foster positive attitudes and relationships and ensure the principles above apply to the full range of our policies and practices.

Inclusion

We aim to be an inclusive school and to make all our children feel welcome and happy, looking forward to their school day.

We are a special needs school and we make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage.

Our accessibility plan (annexed to our *Equality & Diversity Policy*, available on our website) describes the arrangements we have already made and the further proposals planned to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy and 'school offer' for supporting children with special educational needs which are reviewed every year. These are available in the school office and on our website. Our aim is for all children to have access to all aspects of school life, as far as is reasonable, safe and practical.

March 2018