



## ACCESSIBILITY PLAN 2017 – 2020

### **Purpose**

At St John's CE Academy, we are a fully inclusive school, committed to giving all our children every opportunity to achieve the highest standards by taking into account our pupils varied life experiences and needs and providing a broad, balanced meaningful curriculum. This is set in an ethos of high expectations for all children, irrespective of ethnicity, attainment, age, disability, gender or background where we strive to remove barriers to learning.

The purpose of this plan is to outline how St John's CE Academy intends overtime to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities that the academy provides.

### **Legal Background**

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Education Act 2010. The Governing Body are accountable for ensuring the implementation, review and reporting of the progress of the Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion, belief or sexual orientation.

### **Definition of Disability**

**According to the Equality Act 2010, a person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.**

At St John's, we do not interchange the term 'disabled' with special educational need although we acknowledge that some pupils with SEN will also have a disability. We use the Disabled Discrimination Act's definition of impairment which includes 'hidden' impairments such as autism, speech and language, dyslexia as well as:

- Physical impairment which includes sensory impairment:
- Mental impairment which includes learning difficulties and an impairment resulting from or consisting of a mental illness

We believe that impairment does not mean that a pupil is disabled; it is the effect on the pupil's ability to carry out normal day to day activities. The test of whether impairment affects normal day to day activities is whether it affects one or more of the following:

- Mobility;
- Physical coordination;
- continence;
- ability to lift, carry or move everyday objects;
- memory or ability to concentrate, learn or understand

This plan sets out the proposals of the Governing Body to secure appropriate access to education for disabled pupils in the three required areas:

- Increasing the extent to which disabled pupils can participate in the wider school curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information.

### **The Current Range of Disabilities within St John's CE Academy**

We welcome children of all abilities and have a strong team designated to SEN. Our present pupil population includes pupils with the following: autistic spectrum disorder, attention deficit disorder, cerebral palsy, hearing impaired, speech and language, social and emotional difficulties, complex learning difficulties and significant medical needs.

### **Management and Implementation**

The Governing Body is responsible for the schools Accessibility Plan and sets a clear direction for it through discussions at Governing Body meetings. They ensure that the Accessibility Plan is formally reviewed every three years, taking into consideration views from parents/carers, pupils, staff and external agencies who support children with known disabilities.

The Accessibility plan should be read in conjunction with the following:

- SEND Policy

- Medical Needs Policy
- Health and Safety Policy
- Behaviour Policy
- Admissions Policy
- Equality and Diversity Policy
- School Development Plan

### Accessibility Plan 2017 to 2020

<b>Name and address of school:</b>	<b>St John's CE Academy Fenby Avenue Darlington DL1 4UB</b>
<b>Headteacher:</b>	<b>Miss Christine Large</b>
<b>Purpose of plan:</b>	To show how our academy intends, overtime to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities that the academy provides.
<b>Definition of a disability:</b>	A person who has a physical or mental impairment that has substantial longer term adverse effect on his/her ability to carry out normal day to day activities.
As a school our priorities are, as set out according to the requirements of the Equality Act 2010	
<ul style="list-style-type: none"> <li>• <b>Increasing Access for disabled pupils to the school curriculum</b> This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural or school visits.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Improving areas of the physical environment of the school</b> This includes improvements to the physical environment and the physical aids to accessing education</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Improving the delivery of written information to disabled pupils</b></li> </ul>	

- **Increasing access for disabled pupils to the school curriculum**

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others. Staff liaise with H & S Consultant /HT when compiling Risk Assessments for Educational Visits. TA's are deployed across the school to ensure that pupils with known disabilities have support where necessary both within class and during unstructured times e.g. lunchtimes

<b>Accessibility Outcome</b>	<b>Action to ensure outcome</b>	<b>Who is responsible?</b>	<b>Time Frame</b>	<b>Monitoring/Evaluation</b>
Ensure accessibility to end of KS 2 national tests	Apply for exam concessions for pupils with known disabilities where appropriate	Assessment Lead	March (annually)	
Pupils access on line learning	Extend the use of ICT to increase pupils' access to the curriculum. Purchase I-pads	ICT Lead/SENCO		
Provide specialist equipment for pupils to promote independent learning.	Assess the needs of all children and provide equipment as required e.g. headphones, pencil grips, compression jackets	SENCO	Jan 17 to Jan 20	Reviewed termly by SENCO
Continue to develop staff knowledge and skills through professional development for inclusive practice	<ul style="list-style-type: none"> <li>• School ASD Lead conducts training.</li> <li>• Speech and Language Early Identification training</li> <li>• Fine &amp; Gross Motor Skills Development</li> <li>• Physical Restraint Update (Team Teach)</li> <li>• Creating a Dyslexic Friendly School</li> <li>• Dyscalculia Awareness</li> </ul>	SEN Assistant SENDCO OT Consultant SENDCO SENDCO	Jan 17 May 17 June 17 March 17 Jan. 18 Jan. 19	

- **Improving areas of the physical environment of the school**

The single storey building and playground is fully accessible for wheelchair users due to a comprehensive planned programme of improvements over the years. There are two disability toilets, shower facilities and one space for disabled parking near to the school entrance. All rooms are fully or partially carpeted to reduce noise levels; other areas are- non slip. Rooms are fitted with blinds to regulate sunlight. Most doors are fitted with a glass vision panel.

<b>Accessibility Outcome</b>	<b>Action to ensure outcome</b>	<b>Who is responsible?</b>	<b>Time Frame</b>	<b>Monitoring/Evaluation</b>
Ensure building upkeep takes account of accessibility requirements	<ul style="list-style-type: none"> <li>• Replace existing taps with push/lever type.</li> <li>• Consider colour/paint schemes when re-decorating. Maintain step edging/signs</li> </ul>	SBM	July 17 to July 20	
Purchase a new mini bus that conforms to Disability standards	<ul style="list-style-type: none"> <li>• Gather 3 quotes from providers</li> </ul> Purchase mini bus	SBM	Jan. 17	Mini bus purchased Jan 17 – holds 2 wheelchairs.
Remodel car park to increase space for parking.	<ul style="list-style-type: none"> <li>• Engage architect to look at how car park could be extended.</li> <li>• Gather three quotes</li> </ul>	SBM/Gov Body	July 19	Architect provided feasibility study along with approximate costs (Nov. 17)
Ensure correct usage of Disabled parking facilities	<ul style="list-style-type: none"> <li>• Promote correct usage in Newsletter</li> <li>• Keep a register of authorised registered disabled users and monitor.</li> </ul>	Admin	Spring 17	

• Improving the delivery of written communication				
Accessibility Outcome	Action to ensure outcome	Who is responsible?	Time Frame	Monitoring/ Evaluation
Ensure that all parents/ carers can access information.	Written information will be provided in alternative formats as necessary.	Home School Support Worker	As needed	
Ensure that all children can access information.	Continue to develop the use of a range of software and other technological aids with advice from specialist agencies where appropriate	SENDCO	January 17 to Jan 20	

**Reviewed, discussed and published (website) by Governors: March 17**

**Next review: March 2021**