



St John's

Church of England

Academy

Part of the



Accessibility Plan 2022 - 2025

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| Reviewed and published on website | October 2022 |
| Next Review | October 2025 |

Purpose

At St John's CE Academy, we are a fully inclusive school and 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 our 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 Local Academy Council 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 3
- Medical Needs Policy
- Health and Safety Policy
- Behaviour Policy
- Admissions Policy
- Equality and Diversity Policy
- School Development Plan

Accessibility Plan 2022 to 2025

| Name and Address of the School | | St John's CE Academy, Fenby Avenue, Darlington, DL1 4UB | | |
|---|---|--|-----------------------|---|
| Headteacher | | Mr Marco Ramsay | | |
| Purpose of this plan | | To demonstrate how the academy intends 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. | | |
| Definition of a disability | | 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 | | | | |
| Increased access for children with neurodevelopmental/SEMH needs to the school curriculum. | | | | |
| Accessibility Outcome | Action to Ensure Outcome | Person Responsible | Time Frame | Monitoring |
| Ensure Accessibility to end of KS2 Assessments | Apply for concessions for pupils with known disabilities and specific learning needs. | Headteacher/Assessment Lead | March annually | LACs to monitor the number of children accessing the end of KS2 Tests |
| Ensure SEMH needs of children are met. | Maintain Wellbeing Room for the delivery of SEMH interventions so that they are able to access the curriculum | Headteacher SENDCO | Annually | LACs to monitor the effectiveness of SEMH provision through LAC meetings. |
| Ensure children in the EYFS have sensory needs met. | Adopt the Curiosity approach and create a sensory room in the 3-Year Nursery. | EYFS Lead | Ongoing | LACs and Trustees to monitor the outcome of EYFS data. |
| Continue to develop staff knowledge and skills through CPD for inclusive practice. | Positive Handling/De-escalation CPD. | Headteacher through P and I Training | Completed - Sept 2023 | Behaviour reports termly to LACs via Headteacher's report. |

| Improve areas of the physical environment of the school | | | | |
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| Accessibility Outcome | Action to Ensure Outcome | Person Responsible | Time Frame | Monitoring |
| Ensure correct usage of disabled parking in the school. | Promote correct usage through school communication channels and keep a register of disabled badge holders. | Headteacher Admin Assistant | Termly | Parent voice via Parent Survey. |
| Ensure building upkeep takes into account of accessibility requirements. | Consider colour/paint scheme when redecorating and maintain step edging/signs. | School Business Manager Caretaker | Termly | |
| Improve the delivery of communication | | | | |
| Accessibility Outcome | Action to Ensure Outcome | Person Responsible | Time Frame | Monitoring |
| Ensure that all parents/carers can access information sent by the school. | All information to be sent via Class Dojo, Parent Pay and be available on the school Facebook Page. | Headteacher Admin Assistant HLTA for Computing | As new children join. | Parent voice via Parent Survey. |
| | Use online forms for forms that require a response. | Headteacher Admin Assistant | As new children join. | Parent voice via Parent Survey. |
| | Ensure hard copies are available when requested. | Admin Assistant | Ongoing | |
| Ensure all children can access information. | Continue to develop the use of a range of software and hardware with advice from specialist agencies where appropriate. | SENDCO | Ongoing | Outcomes of specific children during termly assessments. |