

## **Accessibility Policy and Plan**

**Review cycle:** Every 3 Years

**Last Staff Review Date:** Sept 2014

**Next Staff Review Date:** Sept 2017

**Last Governor Review Date:** March 2015

**Next Governor Review Date:** March 2018

**Staff responsible:** Bursar, SENCO, Headmaster

**Governor responsible:** Mr C Keville

**Last Headmaster Approval Date:** Feb 2015

**This document also appears:** Governor section of the website – 9.7a  
ISI Documents on the website – A15, E10

Staff Handbook – 9.7

THIS POLICY IS APPLICABLE TO ALL PUPILS, INCLUDING THOSE IN THE EYFS

## ACCESSIBILITY FOR DISABLED PUPILS

### Introduction

This policy is drawn up in accordance with Schedule 10 of the Equality Act 2010.

### Definition of Disability

Disability is defined by the Equality Act 2010:

*"A person has a disability 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 carry out normal day to day activities."*

### Key Objective

To reduce and, where possible and reasonable, eliminate barriers to access to the curriculum and to full participation in St John's School community for pupils, and prospective pupils, with a disability.

### Principles

Compliance with the Equality Act 2010 is consistent with St John's aims, the equal opportunities policy and the Special Educational Needs Policy.

St John's recognises its duty under the Equality Act 2010 :

- *not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services*
- *not to treat disabled pupils less favourably*
- *to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage*
- *to publish an Accessibility Plan for disabled pupils in compliance with Schedule 10.*

St John's recognises and values parents' knowledge of their child's disability and its effect on his ability to carry out normal activities, and respects the parents' and child's right to confidentiality. St John's provides all of its pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- *setting suitable learning challenges*
- *responding to pupils' diverse learning needs*
- *overcoming potential barriers to learning and assessment for individuals and groups of pupils where reasonable.*

### Activity

#### a) Education & related activities

St John's will continue to seek and follow the advice of specialist services, such as specialist teachers for the visually impaired, hearing impaired and physically impaired and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

#### b) Physical environment

St John's will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We are continuing to review teaching area assessing acoustics, lighting, colour schemes and the accessibility of facilities and fittings.

#### c) Provision of information

St John's will continue to improve the way in which information is delivered to pupils with disabilities. For example, information that is normally provided in writing (such as handouts, textbooks) is made more accessible for visually impaired pupils by providing it in larger print and through assistive technology.

#### d) Increased access to the curriculum

St John's will continue to make reasonable adjustments that enable pupils with disabilities to have better access to the curriculum, such as changes to teaching and learning arrangements, classroom organisation, timetabling.

#### e) Assistive technology

St John's will continue to develop its use of technology suited to pupils needs to enable them to access the curriculum more easily. For example, laptops, interactive whiteboards, text to speech software.

### **Accessibility Plan**

See attached Accessibility Plan (Appendix 1)

### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- *School Development Plan*
- *Special Educational Needs Policy*
- *Equal Opportunities Policy*
- *Teaching and learning Policy*

**APPENDIX 1:**

**ACCESSIBILITY PLAN: SEPT 2014 – SEPT 2017**

<b>Provision Information</b>	<b>Time scales and actions</b>
<b>Short term (14-15)</b>	<p>Sept 2014: Familiarisation with SEN information on iSAMs.</p> <p>Feb 2015: Develop staff knowledge and skills (in staff SEN folders).</p>
<b>Medium term (15-16)</b>	<p>Sept 2015: SEND Training for all staff and LDD guidance.</p> <p>Sept 2015: Review the potential impact of tablet computers to aid provision.</p> <p>Jan 2016: Investigate the cost and practicality of technology as appropriate to the pupils in our school (attend Bett Jan 2016)</p> <p>April 2016: Monitoring and assessing provision information and communication systems taking account of external SEN changes and school need.</p>
<b>Long term (16-17)</b>	<p>Sept 2016: Review of provision information</p>

<b>Access to curriculum</b>	<b>Time scales and actions</b>
<b>Short term (14-15)</b>	<p>Sept 2014: Ensuring lap tops available for SEND pupils.</p> <p>Oct 2014: Upgrade to projector and screen in Norman Hall enabled clearer display of information.</p> <p>Feb 2015: Increase access for children with speech and language difficulties developing staff knowledge and skills</p> <p>March 2015: Upgrade to lighting in Music department</p>
<b>Medium term (15-16)</b>	<p>Jan 2016: Use of assistive technology for pupils with SEN e.g. kindles tablets.</p>
<b>Long term (16-17)</b>	<p>Sept 2016: Audit of provision information according to SEND.</p>

<b>Physical Environment</b>	<b>Time scales and actions</b>
<b>Short term (14-15)</b>	<p>Sept 2014: Disabled parking places marked and located in the School car park. Ramp and handrail are in place to ensure access to the back of the kitchen.</p> <p>Weekly: Ensuring clear walkways both inside and outside allowing access to all areas.</p> <p>Dec 2014: Extending paths to sports fields including lighting.</p> <p>Jan 2015: Wheel chair access to new nature area. As required: Emergency exit plans to be put in place</p>
<b>Medium term (15-16)</b>	<p>Sept 2015: Develop a sensory garden section of new nature areas.</p> <p>Sept 2015: Consider purchase of portable ramp for access. Monitor pathways and all access areas for wheel chair and disabled accessibility.</p> <p>Jan 2016: Refurbish white posts in Nursery Playground and yellow lines on steps to Pre Prep playground</p> <p>April 2016: Feasibility study checking all circulation routes for 1.2m width for wheelchair access and any handrail requirements</p>
<b>Long term (16-17)</b>	<p>Sept 2016: All new building projects to be audited for LDD.</p> <p>May 2017: Proposed Sports Hall to provide opportunities for disabled sport.</p>