

School Accessibility Plan



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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.

As a Christian school, we at St John's and St Clement's recognise that all are equal in God's eyes and we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of race, religion or belief, attainment, age, disability, gender, gender reassignment, sexual orientation or background.

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, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Action Plan

Access to the curriculum

This involves increasing the extent to which disabled pupils can participate in the school curriculum.

The school has already:

- Ensured that all classrooms and most teaching areas have been acoustically treated to facilitate the involvement of hearing impaired pupils in lessons.
- Provided regular training and support for teachers in the teaching of hearing impaired pupils and the management of their resources and equipment
- Provide an acoustically treated room and specialist equipment for the use of the Hearing Impaired Resource base staff with hearing impaired pupils.
- Provide a sound field system for use in assemblies, collective worship and other activities in both the top and middle halls.
- Ensured that there is access to suitable and specialised training for members of staff who work with pupils with specific disabilities so that they have the necessary expertise to enhance these pupils' learning and school experience and feel confident to administer medication and treatment necessary for the child to attend school.
- Made contact with organizations and groups which work with families of children with disabilities to access the maximum amount of support at school and for the families.
- Included in pre-visit for residential school journeys the discussion of provision for hearing impaired or physically disabled pupils, ensuring that these pupils can participate on the trips.
- Provide extra adult support on residential and day trip to ensure that all pupils have access to these activities wherever safely possible. Ensure that appropriate medication and equipment is available.
- Ensure that all staff are trained in delivering a curriculum differentiated for pupils with a variety of learning needs, recognising that some children will need extra time, support and resources to access some aspects.
- Although we are not a signing school, a number of staff are trained in the delivery of BSL (British Sign Language)

During 2021-2024 the school plans to ensure:

- Planning and teaching includes opportunities to ensure the physical diversity
- Continue to plan together as a whole school to ensure coverage of the curriculum, for all pupils
- Ensure all staff are aware of and able to use SEN software as appropriate

Access to the Physical Environment

This involves improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

The school has already:

- Ensured that there is a disabled access to the ground floor by means of ramps
- Ensured that there is a disabled toilet on each floor
- Ensured that flooring used in all halls and classrooms is non-slip and suitable for wheelchair users or users of walking support frames.
- Ensured that all staircases have secure, easy to grip hand rails.
- Ensured that there is an evac-chair available to evacuate disabled pupils in the event of fire

During 2021-2024 the school plans to:

- All parents able to fully access all school activities through consultation and implementation of required changes as appropriate
- Ensure any changes to the building or grounds are accessible for all people with disabilities
- Investigate impact of layout, environment and lighting on children with ASD or other additional need.
- Review and improve the acoustics in the communal areas i.e. halls

Access to Information

This involves improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This also involves the delivery of information to other stakeholders.

The school has already:

- Worked hard to ensure that visual support and cues are available to help the understanding of pupils who find it hard to access written information
- Liaised with the Southwark Hearing Support team to receive support and training for staff in adapting work for hearing impaired pupils to support their reading
- Ensured that signage for exits etc. uses non-written symbols to clarify meaning

During the 2021-2023 the school plans to:

- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate

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

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy