

Accessibility Plan April 2018- March 2021

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. St John's College School understands its obligation to increase access for disabled staff, pupils and parents through improving the physical environment of the school and to increase access for disabled pupils to the curriculum and improve the delivery of written information.

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.

1. Improving Access to the Physical Environment for Schools

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Buildings Regulations and the Education Regulations 1999 (school premises) and should physically be accessible to disabled pupils.

2. Increasing Access for Disabled Students to the Curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after school activities, leisure, sporting and cultural activities or out of school visits.

3. Improving the Delivery of Written Information to Disabled Pupils

This covers planning to make written information normally provided by the school to its pupils, available to disabled students. Information should take account of the nature of the disability and any preferences expressed by either the pupil or his/her parents.

Aims

St John's College School undertakes to:

- Treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- Identify and remove barriers to access to the school for children with disabilities by using such resources as the Identifying Barriers to Access Checklist (Department for Education and Skills 2002 Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils)
- Provide a written plan on Accessibility covering the three key strands and covering the time from April 2018 to March 2021.
- Keep the plan under review and revise it as necessary.
- Resource and implement the plan.

- Publish the plan for parents.
- Train the staff on SEN and Disability (formally SENDA)

Links with other policies:

- Disability policy
- Individual Needs policy
- Health and Safety policy
- Risk assessment policy

Accessibility Action Plan 2018-2021

A - Improving Access to the Physical Environment

| Targets | Action / Deficiency | Responsibility | Resources | Timeframe | Outcomes | Achieved |
|--|--|-------------------------------|------------------------|-------------|--|-------------|
| Improve access to Science Lab and Hinsley Hall | No wheelchair specific access to first floor spaces | Bursar and Facilities Manager | Costs to be determined | 2018 - 2021 | Improve access to main school site at Senior House | |
| Improve access to classrooms | Most classrooms have at least one step access – improve by making this ramped access. | Bursar and Facilities Manager | Costs to be determined | 2018 - 2020 | Improve access to classrooms for wheel chair users | |
| Improve acoustics of Kindergarten classrooms | High ceilings and wooden floor rooms 'loud' particularly for staff and pupils with hearing difficulties. | Bursar and Facilities Manager | c.£9,000 | 2018 – 2020 | Improve sound quality in KG classrooms. | Summer 2019 |

B- Improving Access to the Curriculum

| Targets | Action | Responsibility | Resources (staff or budgeting) | Timeframe | Outcomes | Achieved |
|--|--|--|--------------------------------|------------------------------------|---|----------|
| To provide access to laptops to children who will benefit by having increased access to the curriculum | IN department to continually review needs of children who would benefit from use of laptops/chrome books. | Head of IN; Head of IT; Bursar | Laptops/chrome books | 2018 – 2021 (continuous review) | Children who need to use laptops are able to touch type at a speed that is faster than their writing speed. | Ongoing |
| Increase number of reading pens | IN department, in consultation with Head of Byron House and Director of studies to ascertain how many would be useful. | Head of IN; head of Byron House; Director of Studies | To be costed | 2018 – 2021 (continuous review) | Children who would benefit from use of reading pens make progress. | Ongoing |
| Head of IN dyslexia training | Head of IN to be trained in how to undertake educational needs assessments | Head of IN | | 2018 – 2019 | Increase provision amongst staff to assess children with possible educational needs and so improve their access to the curriculum with relevant strategies. | |

C- Improving Access to Information

| Targets | Action | Responsibility | Resources | Timeframe | Outcomes | Achieved |
|--|--|----------------|----------------------------|-------------|---|----------|
| Improve communication to parents with children who have educational needs | Termly meetings with parents and IN staff | Head of IN | Administration of meetings | 2018 - 2019 | Parents have better understanding of their child's individual needs | 2018 |
| Increase senior staff awareness of support groups outside of school to help parents and children | Ensure we have details of outside agencies to help and support in different areas. | Deputy Head | | 2018 – 2021 | Senior staff are better informed about how to help parents in finding help with matters that are beyond the scope of school | Ongoing |