

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