



## ACCESSIBILITY PLAN

At St John's School we use the teachings of the Church of England to embed the following core Christian values.

These are:

Friendship

Forgiveness

Trust

and Compassion

These values will underpin the following Policy.

This Policy is reviewed every three years by the Headteacher as delegated by the Governing Body

Date Agreed:	14 <sup>th</sup> October 2019
Review Date:	2022
Signed by Headteacher:	<i>AJ Smith</i>

## **ACCESSIBILITY PLAN**

**St John's Church of England Primary School is committed to ensuring that all pupils have the right and equality of opportunity to access an outstanding education.**

- This statement sets out the ways in which St John's CE Primary School provides 'access' to education for all pupils.
- We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- We are further committed to challenging attitudes and to developing a culture of awareness, tolerance and inclusion.
- The following areas will form the basis of the Accessibility Plan with relevant actions to:
  - 1) Improve access and usability to the physical environment of the School.
  - 2) Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits.
  - 3) Improve the delivery of information to students, staff, parents and visitors.
- It is acknowledged that there will be the need for on-going awareness raising and training for all staff and governors in the matter of equality and the potential need to inform attitudes on this matter.
- The School will work in partnership with Kent local education authority in developing and implementing this plan and will adopt in principle the "LEA Strategy for Accessibility".

### **Monitoring arrangements**

The overall accessibility strategy is subject to LA Ofsted inspection. Success criteria within the strategy will be monitored by the Children Families and Education senior management team.

The Accessibility Plan will be monitored through the Admissions and Personnel Committees of the Governors in consultation with the Buildings and Grounds and Safeguarding Committees.

### **Review**

This plan is publicly available on our website and is reviewed and agreed by all staff and Governors.

This plan will be reviewed formally in 2019 by all staff and governors.

## LEGAL BACKGROUND

- The Equality Act 2010 requires all schools and LEAs to plan to increase the accessibility of schools for disabled students. LEAs must produce an accessibility strategy covering all maintained schools in their area, and each school must produce its own accessibility plan.
- The Equality Act (2010) makes it unlawful to discriminate against anyone with a disability. The Act defines a person as having a disability if:

- a) They have a physical or mental impairment

*Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability.*

*Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Act. While many disabled students will have, or may be eligible for Educational Healthcare Plans, not all disabled students have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.*

- b) The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

*'substantial' means more than minor or trivial*

*'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)*

*'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping*

- Progressive conditions considered to be a disability:
- People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.
- Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.
- People who have had a disability in the past that meets the definition above are also protected by the Act.

## **IMPROVING ACCESS AND USABILITY TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments.

The Equality Act requires that where a physical feature makes it impossible or unreasonably difficult for a disabled person to make use of the service, reasonable steps must be taken to remove it, alter it, or provide a reasonable means of avoiding the feature.

Physical features include: steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilet and washing facilities, public facilities (such as reception areas), lighting and ventilation, lifts and escalators. This is not an exhaustive list of features and it is important to note that physical features are not confined to the indoor environment or the building approach. They could include seating, play equipment, climbing apparatus and accessibility when on school trips.

At St John's we have 100% wheelchair accessible teaching areas as well as wheelchair accessible toilets and washroom facilities. In addition most parts of the building are wheelchair accessible.

Although St John's does not have any induction loops or specific aids for those with severe visual impairments installed within the school, our current intake does not identify a need for these adaptations. We will continue to monitor and assess the specific needs of all pupils and will make appropriate alterations as required by the Act, if and when appropriate.

We will ensure all new development is fully inclusive and will consider appropriate alterations and adaptations to the existing buildings and grounds whenever planning for maintenance work to ensure St John's continues to improve the physical environment of the school.

## **INCREASING ACCESS 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 school visits.

Therefore additional resources, including human resources and equipment will be purchased if it felt necessary and appropriate for an individual's needs. (Please see SEND policy).

At St John's we appreciate that in addition to the potential need for physical changes and adaptations, we may also require specialist teacher, therapy and/or teaching support or peripatetic support and advice, materials, and/or training in specific teaching and Learning approaches to ensure that the full curriculum can be offered to all.

We will seek support from the LEA where we identify the need for any staff training and will look for further specialist support services such as advice on teaching techniques, classroom management and curriculum material where we feel it necessary in order to increase access to the curriculum.

At St John's we will also look to enhance inclusion opportunities for those with significant learning, behavioural or communication and interactional needs. This may, for example, include those with profound and complex Learning difficulties or specific Learning difficulties, such as dyslexia or dyspraxia, complex emotional or behavioural difficulties, or those presenting challenging

behaviours arising from other complex needs such as autism, attention deficit hyperactivity disorder or obsessive-compulsive disorder.

## **IMPROVING THE DELIVERY OF INFORMATION TO STUDENTS AND PARENTS**

We will ensure that information normally provided by the school will take account of students' and parents' preferred formats and will be made available within a reasonable timescale. This will be decided with the adult /carer permission and adjustments will be made if it is felt that it will improve accessibility to the curriculum for the individual.

We will utilise KCC central support services to provide information in alternative formats where a specific need is identified.