



St John's CE Primary School

# Accessibility Plan

April 2021

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St John's C of E (Controlled) School

## **ACCESSIBILITY PLAN**

Statutory Policy required by education legislation	Review frequency <b>EVERY THREE YEARS</b>
Review Date – <b>APRIL 2021</b>	Next Review Date – <b>APRIL 2024</b>

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St John's CEP School policies are approved, ratified and reviewed regularly by the Headteacher/Senior Leadership Team and/or Governing Body in the light of statutory requirements

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# Accessibility Plan

## Vision statement

*Imagine a place where all are equal and all are different,  
living compassionately, learning together,  
embracing challenges, building tolerance and resilience,  
standing strong and making a positive difference in God's amazing world.*

**ALL EQUAL, ALL DIFFERENT, LEARNING TOGETHER IN GOD'S WORLD**

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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.

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.



We have included a range of stakeholders in the development of this accessibility plan.

## **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.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.



### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"><li>• Our school offers a differentiated curriculum for all pupils</li><li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li><li>• Curriculum resources include examples of people with disabilities</li><li>• Curriculum progress is tracked for all pupils, including those with a disability</li><li>• Targets are set effectively and are appropriate for pupils with additional needs</li><li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li></ul>					



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"><li>• Ramps</li><li>• Corridor width</li><li>• Disabled parking bays</li><li>• Disabled toilets and changing facilities</li><li>• Library shelves at wheelchair-accessible height</li></ul>	To respond to needs of all stakeholders and ensure accessibility for all.				



#### **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 the Chair of Governors and the Headteacher.

#### **5. Links with other policies**

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

- Risk assessment policy;
- Health and safety policy;
- Equality information and objectives (public sector equality duty) statement for publication;
- Special educational needs (SEN) information report;
- Supporting pupils with medical conditions policy.