

ST JOHN BAPTIST
SCHOOL
ACCESSIBILITY POLICY



Sept 2020

Members of staff responsible:

The updated statutory guidance issued under paragraph 2(4) of schedule 10 of 'The Equality Act' 2010 ('The Act') replaces the National Assembly for Wales Circular 15/2004 "Planning to Increase Access to Schools for Disabled Pupils" dated March 2004. This means full inclusion of disabled pupils in a school environment.

Schools and local authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002 ensuring school and school activities are accessible for disabled pupils.

It should be noted that this definition covers a wide range of barriers to learning:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness In addition there is a range of 'hidden impairments' such as
- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD) Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:
 - Mobility
 - Manual dexterity
 - Physical coordination
 - Continence
 - Ability to lift, carry or otherwise move everyday objects
 - Speech, hearing or eyesight
 - Memory or ability to concentrate, learn or understand
 - Perception of risk of physical danger

At St John Baptist we aim to remove all barriers to participation and include all our pupils in all aspects of school life. In our accessibility plan we are committed to improving access to education for disabled children by considering:



- the curriculum and how it is taught;

Each individual pupil at our school has access to a broad and varied curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits.

A robust transition plan is put in to place which can start as early as year 5. All staff are provided with in depth One Page profiles written by the Assistant Head i/c of transition and ALNCo. Pupils also contribute to their One Page Profiles identifying how they would like to be supported when they start at our school. In depth consultations take place between all parties who feature in the pupils' lives and many of these consultations continue throughout the pupils' school lives.

Pupils access the curriculum through High quality Teaching, school and classroom organisation, support through deployment of varied support staff, timetabling, options year 9. All staff are provided with frequent training opportunities.

Pupils who need extra time/ reader/ scribe are awarded Access Arrangements for GCSE study when it is their normal way of working for all internal tasks/ tests and examinations (see Access Arrangement Policy).

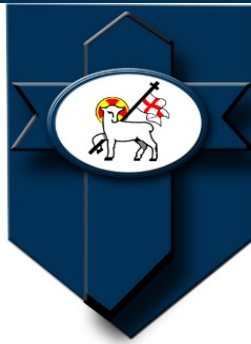
- the accessibility of school buildings and their surroundings, school activities including school trips and transport;

There have been many adaptations made to the physical environment to ensure all pupils access education within our school. The school has:

- Ramps
- Handrails
- A lift
- Sherpa stair climbers
- Marked edging on steps
- Electromagnetic doors
- Adapted lavatory and washing facilities
- blinds
- adjustable lighting
- induction loops and
- way-finding systems.

We also provide specialist aids and equipment, which may assist our pupils to access the curriculum

- ICT equipment
- enlarged computer screens and keyboards
- concept key boards,
- switches,



- specialist desks and chairs
- portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils

We will continue to seek and follow the advice of LA services, such as specialist teacher advisers, Educational Psychologists and of appropriate health professionals from the local NHS Trusts.

and

- information and activities provided by schools and how easy it is for disabled pupils and/or their disabled parents to understand.

Pupils, parents and carers will be signposted to the accessibility plan.

This will be done through:

- presentation in a section on the school website open to all visitors to the site; We will ensure that the plan is available in different formats where requested. These formats may include large print, braille or simplified text for those students and parents/carers who have difficulty reading.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- changes in physical accessibility of school buildings;
- questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;
- evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;



- increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- ESTYN inspections that identify higher levels of educational inclusion.

RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy
- ALN Policy
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedures

