

St. John Chrysostom Federation



Federation Accessibility Plan

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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.

Our Federation Equality objectives are:

- o Close the attainment gap between girls and boys in reading and writing
- o Increase the participation rates of girls in extracurricular sporting activities
- o Ensure that all staff access high quality professional development

The Equality policy is 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, this procedure sets out the process for raising these concerns.

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 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.

3. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability and acting on them to ensure accessibility for individuals.</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To identify pupils who may need adapted or additional provision</p> <p>To ensure that pupils are meeting targets set or that targets are adapted to the needs of the child</p>	<p>SLT and all teaching staff to identify need through pupil progress and observations</p> <p>Classroom observations by SLT to ensure teaching meets the needs of all children</p> <p>Curriculum is reviewed regularly by teachers, SLT and Governors</p>	<p>Executive headteacher</p> <p>Executive headteacher</p> <p>Executive headteacher/Curriculum committee</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pupil progress</p> <p>Pupil progress</p> <p>Pupil progress</p> <p>Documentary evidence:</p> <ul style="list-style-type: none"> • Pupil progress data • Teacher Appraisal • Staff training records • Governor minutes
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	<p>To account for the needs of pupils with physical difficulties and sensory impairments when</p>	<p>SLT to take into account all pupil needs when planning future capital works</p>	<p>Executive headteacher/Governors</p>	<p>Ongoing</p>	<p>Physical accessibility of school increased</p>

	<ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings				
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	To identify pupils who may need adapted or additional provision	Seek and act on advice from specialist advisor on individual pupil requirements, for example, use of magnifier where appropriate Ensure large, clear font used in documentation if needed	Executive Headteacher	Ongoing	Increased access to the curricular for all pupils with SEND.

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 Policy Committee.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Both schools are one storey building	No action to be taken		
Corridor access	All corridors are accessibility to all pupils	Checks to be carried out to ensure walkways are clear of debris.	Caretaker	Daily
Parking bays	Both schools have disabled parking bays	No action to be taken		
Entrances	Both school entrances have wide door access, there are several entrances with disabled access to schools that are accessible.	Checks to be carried out to ensure entrances are clear of debris.	Caretaker	Daily
Ramps	Ramps are in place where needed, school is all on one level and all entrances are accessible.	No action to be taken	Caretaker	Daily

Toilets	Both schools have disabled toilets in several locations around the school building.	Checks to be carried out to ensure toilets are clear of debris.	Caretaker	Daily
Reception area	The reception areas in both schools are accessible and have a clear route in and out of schools.	Checks to be carried out to ensure reception areas are clear of debris.	Caretaker	Daily
Emergency escape routes	Emergency routes are clear and emergency lighting is in place and regularly tested.	Checks to be carried out to ensure emergency areas are clear of debris.	Caretaker	Daily
Assessing individual access needs as per individual risk assessments and healthcare plans	These plans are reviewed annually unless circumstances dictate it is needed more frequently	SENDCO to arrange and liaise with relevant professionals, outside agencies parents and school management to ensure all adaptations possible are met.	SENDCO	At least annually