

# **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

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Whilst the formal purpose of an Accessibility Plan relates to pupils, the Federation believes that all members of the school community, including staff, parents and governors as well as pupils should have equal access to school preemies, services and communication and that pupils should all have the opportunity to fulfil their potential whatever their background, identity and circumstances.

We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture, which promotes equality, will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

The plan will be made available online on the school website, and paper copies are available upon request.

Our Federation 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.

## 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.</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>SLT and all teaching staff to identify need through pupil progress and observations</p>	<p>Executive headteacher</p>	<p>Ongoing</p>	<p>Pupil progress</p>
		<p>To ensure that pupils are meeting targets set or that targets are adapted to the needs of the child</p>	<p>Ensure children with a medical condition or physical disability have an Individual Healthcare Plan (IHCP)</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>Pupil progress</p>
		<p>Ensure classroom practitioners have specific training on medical/disability issues</p>	<p>Classroom observations by SLT to ensure teaching meets the needs of all children</p>	<p>Executive headteacher/Curriculum committee</p>	<p>Ongoing</p>	<p>Pupil progress</p>

	Support from Manchester Sensory Support Service and Lancasterian Outreach		Curriculum is reviewed regularly by teachers, SLT and Governors  Practitioners to receive specific training from SENDCO and relevant outreach teams	Executive headteacher/Governors  SENDCO	Ongoing  Ongoing	Pupil progress  Training records
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils, staff and governors as required. This includes: <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 account for the needs of all stakeholders with physical difficulties and sensory impairments when 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.	SLT to consider all needs when planning future capital works  Termly and annual review meeting with parents and relevant professionals to assess and audit current and future provision	Executive headteacher/Governors  SENDCO team	Ongoing  Ongoing	Physical accessibility of school increased  Plans in place

<p>To be aware of the access needs of children, staff, parent and carers with disabilities</p>	<ul style="list-style-type: none"> <li>Personalised equipment and adapted resources where needed</li> <li>Advice from Lancasterian and Manchester Sensory Support team</li> </ul> <p>School staff are aware of access issues. Access plans for individual children are in place as part of the SEND process.</p> <p>All stakeholders can access the physical environment and participate in school life.</p>	<p>To ensure all stakeholders have access to the physical environment and are able to participate in all school events.</p>	<p>Review and audit current provision at least annually and check in with relevant stakeholders on current practice and implement improvements if needed.</p> <p>Ensure individual plans are in place for all stakeholders.</p>	<p>Executive headteacher/Business Manager</p>	<p>Ongoing</p>	<p>Stakeholder feedback through parent meetings, staff questionnaires and pupil annual review meetings</p>
<p>Improve the delivery of information to pupils and staff with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p>	<p>To identify pupils, parents, staff and visitors who may need adapted or additional provision</p>	<p>Seek and act on advice from specialist advisors on individual requirements, for</p>	<p>Executive Headteacher</p>	<p>Ongoing</p>	<p>Increased access to the curriculum for all pupils.</p>

	<ul style="list-style-type: none"><li>• Internal signage</li><li>• Large print resources</li><li>• Pictorial or symbolic representations (board maker symbols)</li></ul>		example, use of magnifier where appropriate. Ensure large, clear font used in documentation if needed.			
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#### 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

Date Approved:	September 2022
Date of review:	September 2025
Approval: Governing Body	

## 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