

*St. John's Prep. & Senior School*



# **Accessibility Plan**

## **(Schedule 10 of the Equality Act 2010)**

**2017 – 2020**

<b>Last reviewed by the leadership team</b>	<b>Last reviewed by the advisory board</b>
September 2018	November 2018

## **Disability Non-Discrimination Statement**

### **1 Introduction**

- 1.1 Our school's aims statement talks of valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender, background or any other protected characteristic (as defined in the Equality Act 2010).
- 1.2 Our accessibility plan below details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.
- 1.3 In the Equality Act 2010, disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.
- 1.4 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.
- 1.5 Disability is not the same as special educational needs; not all children with a disability have special educational needs, and vice versa.

### **2 Aims and objectives**

- 2.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.
- 2.2 We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.
- 2.3 We will not treat a pupil with a disability less favourably than others as a result of his/her disability.
- 2.4 We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- 2.5 We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.
- 2.6 We welcome guidance and advice from the parents/carers of children with disabilities, and will endeavour to follow such advice wherever reasonable.

### **3 Removing barriers**

- 3.1 The school must make reasonable adjustments to ensure that pupils, members of staff and of the public are not disadvantaged by any form of disability.
- 3.2 Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

3.3 Our accessibility plan covers the measures we have already taken, and plan to take in the future, to improve accessibility and equal opportunities in our school.

#### **4 The physical environment**

4.1 We have already installed toilets and showers for the disabled, ramps and handrails to accommodate wheelchair access, and a lift at the preparatory school. We also have fully functioning medical rooms. We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, by installing setting-down and picking-up points, and lifts;
- movement around the building, for example by adaptations to signs, such as clear print, the use of symbols and improved colour schemes;
- accommodation within the building, by providing improved sound-proofing for pupils with impaired hearing;
- furniture, by procuring rise-and-fall tables, sinks and ovens;

#### **5 The curriculum**

5.1 We use a range of differentiated teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

5.2 We use language that does not offend, and we make staff and pupils aware of the dangers of careless language and the impact which it can have on those with a disability.

5.3 Our class reading books and other resources contain positive images of people with disabilities.

5.4 The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

5.5 Many of the adjustments we make are dependent upon individual needs. Many needs can be met by personalising normal classroom practice. However, in some cases, specific individualised provision is necessary, and a pupil may have an Individual Education Plan (IEP).

5.6 Staff will continue to be made aware of students with disability or special educational needs by senior leaders.

5.7 If needed, staff will be made aware of strategies to make “reasonable adjustments” within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum. Such strategies will be determined by the Headteacher and class teacher after consultation with the child’s parents.

5.8 Staff will need to adapt their teaching to the learning patterns of all the students according to their abilities and needs. Such differentiation should be reflected in the medium term/weekly planning.

5.9 The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety (e.g. labs, workshops, sports equipment).

## **Sporting and Recreational Activities**

- 5.10 If required, the school will provide equal access to all school activities for disabled students within the constraints of the physical nature of the site, the budgetary costs, the Health and Safety implications and difficulties of supervision.
- 5.11 Individual Risk Assessment and management strategies will be provided for disabled students engaged in school trips or visits.

## **Welfare Awareness**

- 5.12 Staff and students will be made aware of disability and understand its effects and, if necessary, accept and support disabled students as part of School life (e.g. PSHE, Assembly etc.)
- 5.13 Where necessary, appropriate staff training will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- 5.14 The school's Equal Opportunities Policy, Anti-Bullying Policy, Behaviour Policy and staff handbooks, all reflect inclusiveness and the difficulties faced by disabled students, thereby improving understanding and integration.
- 5.15 The school will agree with parents appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.

## **6 Information**

- 6.1 If it is necessary, information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.
- 6.2 We always take account of disabilities, be they the pupils' or those of their parents or carers. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

## **7 Staffing**

- 7.1 When advertising posts, short-listing, interviewing or deciding on appointments, the proprietor will follow the necessary procedures, and will not discriminate against people with disabilities.
- 7.2 Should a member of staff become disabled, the management will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.
- 7.3 All members of staff, regardless of any disability, are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.
- 7.4 This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from advice from the LA, and its services to support for sensory impairment, language and communication disorders, physical difficulty and medical conditions resulting in disability.

## **8 Health and safety**

- 8.1 Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils – details of these are kept in the class log book.
- 8.2 The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

## **9 Policy into practice**

- 9.1 The proprietors are responsible for the school's duty not to discriminate.
- 9.2 The headteachers will ensure that all members of staff are aware of their responsibilities to all pupils without exception.
- 9.3 All members of staff are fully committed to the policy of not discriminating against pupils, parents/carers or staff with disabilities.
- 9.4 Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

## **10 Monitoring and review**

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils and groups of pupils, including any with disabilities, are making the best progress possible, and that no groups of pupils are underachieving. We also monitor data in relation to admissions, behaviour, exclusions and parental and pupil questionnaires to ensure equality of opportunity and provision.

## Accessibility Action Plan 2017-2020

**This accessibility plan considers primarily pupils but all stakeholders' access to:**

- the curriculum
- the physical environment
- information normally provided in written form.

**The school and plan takes into account:**

### **Physical environment**

Eg. Steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor-coverings, signs and furniture.

### **Physical aids**

Eg. ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for pupils with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

### **Information**

Eg. Timetables, textbooks, handouts and information about school events e.g. language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

The following accessibility action plan outlines what will be achieved in the next three years with regard to meeting Schedule 10 of the Equality Act 2010.

<b>Aspect of the Duty</b>	<b>Issue</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
<b>Involvement of disabled people in developing the scheme.</b>	Consultation with disabled children, staff and parents/carers to determine their priorities as the need arises.	Questionnaires and feedback slips	SMT	As needed.
<b>Eliminating harassment and bullying</b>	Eliminating discrimination.	Continue to monitor incidents of harassment and bullying of all pupils. Encourage children to report and take action against offenders. Use circle time or form period to address issues with pupils.	All teachers	Ongoing
	Ensure all staff are aware of their	All staff to read updated policy and new	SMT	Ongoing

	responsibilities under the Equality Act 2010.	staff to be made aware in their induction programme.		
	Ensure that disabled pupils, staff and visitors can fully access the buildings.	High Visibility edging to all steps. Ramp provided to external F3 classrooms and the reception classrooms. A ramp has also been installed to the front entrance to the Hall. Keep pathways in and around the school clear. Lift installed to serve all floors in new building. At senior, make reasonable adjustments as required – ground floor is entirely accessible.	Headteachers	As needed  High Visibility edging to be renewed as necessary
	Academic support will be appropriate to the needs of the disabled child.	Initiate SEN IEP statements if needed.	SMT	As needed.
<b>Promoting positive attitudes towards disabled people.</b>	Ensure that all staff are aware of their responsibilities under the Equality Act 2010	Raising the awareness of disability equality through general staff induction and in the CPD programme for all staff.	SENCO/SMT	Ongoing
	Ensure that all policies, procedures and practices take into Equality Act 2010	Continually review all current policies, practices and procedures	SMT	Ongoing
	Enhance awareness of disability issues.	Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week, Hearing Dogs etc.	PSHE Coord	Ongoing
<b>Removing Barriers</b>	Increasing access to all facilities for children and staff.	Consider access for all in all future building works e.g. light switches, plug sockets etc. Disabled toilet in new building and in Reception	Headteacher	Ongoing
	In selecting staff for school, ensure equitable consideration of all candidates.	Recruitment and selection reinforces this issue.	Headteacher	Ongoing.
	Make available written material in different formats.	If necessary, the school can provide information in alternative formats through consultation with the L.B. Enfield	SMT	As required.