



*Have faith...believe you can!*

# **St John the Baptist School**

## **Accessibility plan**

**Last reviewed:** October 2023

**Next review due by:** October 2026

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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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

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.

St John the Baptist School's Local Governing Committee supports the principles and aims of the LA's Access Strategy for Schools and Colleges and will work jointly with the LA to implement agreed objectives to meet the county's targets for improving access to schools and colleges.

This Plan underpins the LA's Strategy for planning to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities. This Plan operates alongside the school's SEN policy and is consistent with it in terms of principles and approaches to resourcing.

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, including students, parents, staff and governors of the school.

## 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON/S RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<ul style="list-style-type: none"> <li>• We have high expectations and aspirations for all our students. They are shared by all staff.</li> <li>• Our school offers a fully inclusive curriculum that is differentiated to meet the needs of all.</li> <li>• As small number of students are invited to take our “Pathway 2” curriculum offer if we deem it will more appropriately meet their needs.</li> <li>• We use resources tailored to the needs of students who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities and learning needs.</li> <li>• Curriculum progress is tracked for all students, including those with a disability</li> <li>• Targets are set effectively and are appropriate for students with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all students</li> <li>• iPads enable all students to access the learning eg. accessibility features built into the iPads enables the students to meet the needs of their disability.</li> </ul>	<p>Work with all departments to ensure that lessons are scaffolded to enable even the weakest learners to access the curriculum.</p>	<p>The development of resources to support the weakest learners.</p> <p>Staff training.</p>	<p>Curriculum Deputy, SENCO and all CLs</p>	<p>Sept 2024</p>	<p>All learners feel successful.</p> <p>All learners make positive progress.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON/S RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students currently on roll. This includes:</p> <ul style="list-style-type: none"> <li>• 1 disabled parking bay</li> <li>• 2 disabled toilets (ground floor)</li> <li>• 1 disabled changing facility</li> </ul>	<p>Improve the physical environment to make it more accessible to prospective students with disabilities.</p>	<p>Feasibility study to be undertaken with associated costings to enable the Governing Body to review provision.</p>	<p>Headteacher &amp; Facilities &amp; Estates Manager</p>	<p>Ongoing dependent on finances</p>	<p>Improved accessibility in corridors and to first and second floor areas.</p>
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• iPad accessibility features</li> </ul>	<p>Ensure all disabled students are fully aware of the technology available to support them and how to use it.</p>	<p>Train Apple Ambassadors in understanding the range of accessibility features available on the iPads and provide opportunities for them to support with disabilities in utilising them more effectively.</p>	<p>Digital Lead &amp; SENCO</p>	<p>Easter 2024</p>	<p>All disabled learners are able to articulate how they are actively using their iPads accessibility features to support them.</p>

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Deputy Head and the Headteacher.

It will be approved by the Local Governing Committee.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents – all can be found on [our website](#)

- Xavier Equality Policy
- Special educational needs (SEN) information report
- SEND policy
- SEND Provision Map
- Supporting students with medical conditions policy
- Mental health and wellbeing policy