

# Accessibility Plan

**Approved by:** A& C Committee **Date:** 23/4/24

**Next review due by:** April 2027

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

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.

At SJSC, 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 experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes, and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of race, religion or belief, attainment, age, disability, gender, gender reassignment, sexual orientation or background.

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.

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 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. 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 Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• Staff are trained in delivering a curriculum differentiated for pupils with a variety of learning needs, recognising that some children will need extra time, support and resources to access some aspects.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	All children with a disability to have maximum access to the curriculum	<p>Liaise with Southwark SEN re needs and gaps.</p> <p>Contact with organizations and groups which work with families of children with disabilities to access the maximum amount of support at school and for the families.</p> <p>Work with the Sensory impairment service to continue development of access tools</p> <p>Continue to plan together as a whole school to ensure coverage of the curriculum, for all pupils</p>	ToD SENDCo	April 2027	All children with a disability to have maximum access to the curriculum

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets</li> <li>• High visibility stairs</li> </ul> <p>Ensured that there is a disabled toilet on each floor</p> <p>Ensured that flooring used in all halls and classrooms is non-slip and suitable for wheelchair users or users of walking support frames.</p> <p>Ensured that all staircases have secure, easy to grip hand rails.</p>	<ul style="list-style-type: none"> <li>• All parents and children able to fully access all school activities through consultation and implementation of required changes as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate impact of layout, environment and lighting on children with ASD or other additional need.</li> <li>• Review and improve the acoustics in the communal areas i.e. halls</li> <li>• Ensure any changes to the building or grounds are accessible for all people with disabilities</li> </ul>	SENDCO	April 2027	Physical changes to the environment to increase access

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<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>• Pictorial or symbolic representations</li> </ul> <p>Worked hard to ensure that visual support and cues are available to help the understanding of pupils who find it hard to access written information</p>	<ul style="list-style-type: none"> <li>• Develop signage and communication methods so it supports all pupils with a disability</li> </ul>	<ul style="list-style-type: none"> <li>• Review current communication methods and identify any gaps</li> <li>• Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate</li> </ul>	SENDCO	April 2027	<p>Review completed.</p> <p>Any action steps taken and in place.</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 A&C/PPC committee.

It will be approved by the A&C/PPC 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
- SEND policy
- Supporting pupils with medical conditions policy