

Accessibility Plan

St John Bosco Arts College



St John Bosco
ARTS COLLEGE

Review Period:	2 years
Person(s) Responsible for Plan:	College SENCO and Business Manager
Governing Committee:	Premises, Health and Safety Committee
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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 – this covers teaching and learning and also the wider curriculum of the school. This includes access to and participation in lunch time and after school clubs and school visits. It also includes, within reasonable adjustments, the provision of specialist or auxiliary aids which may assist pupils accessing 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 pupils, staff, parents and other visitors.

Within the school community of St John Bosco Arts College, we seek to nurture the gifts, dreams and talents of all our pupils within the spirit of St John Bosco, regardless of ability or need. Our college strives to ensure that all pupils are equally valued and are provided with opportunities to understand, experience and value diversity. 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.

St John Bosco Arts College has high ambitions for all of its students. Our aim is to reduce and, where possible, eliminate barriers to accessing the curriculum, and to ensuring full participation in the school community for students, and prospective students, with a disability.

Therefore St John Bosco Arts College recognises its duty to:

- Not discriminate against students with a disability in admissions and exclusions, provision of education and associated services
- Not treat students with a disability less favourably for a reason related to their disability
- Make reasonable adjustments for students with a disability, so they are not at a substantial disadvantage
- Plan to increase access to education for students with a disability.

Where appropriate St John Bosco Arts College will:

- Set an admissions policy that does not discriminate against a student with a disability or treat them unfairly.
- Recognise and value parents/carers knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect their rights to confidentiality.
- Have high expectations of all students.
- Devise and ensure the use of teaching and learning strategies that will remove barriers to learning for students with disabilities.
- Provide all students with a broad and balanced curriculum, scaffolded and adjusted to meet the needs of individual students and their learning styles, whilst endorsing the key principles of the National Curriculum.
- Use reasonable adjustments when considering the physical environment of the college to cater for students with a disability.

- Find ways in which all students can take part in the full curriculum including sport, music and drama.
- Plan out-of-school activities and trips including school trips so that students with disabilities can participate.

This 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, 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 <i>Include established practice and practice under development</i>	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>Across curriculum areas, pupils at St John Bosco are given an adapted curriculum, as necessary.</p> <p>Teaching staff use the PARQ model of teaching, to support all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>The curriculum is reviewed annually or sooner if necessary, to ensure it meets the needs of all pupils.</p> <p>Progress across the curriculum is tracked for all pupils, including those with a disability. It is tracked by SLT, subject leaders and the SENCO and PPCs. This is done via data drops throughout the academic year.</p> <p>Targets are set effectively and are appropriate for pupils with</p>	<p>Option choices prior to Option Evening to be discussed with key stakeholders.</p> <p>Lessons are accessible for pupils with SEND and they are able to reach their potential.</p> <p>Subject leaders to ensure resources are suitable for the needs of pupils and are varied and accessible for both pupils and staff.</p> <p>Targets are meaningful for all pupils.</p> <p>Emerging needs are identified and support put in place in a timely fashion.</p> <p>Current interventions delivered by SENCO and SEN HLTA.</p>	<p>Exploration of additional/vocational/bolt-on courses available.</p> <p>Subject leaders to audit their curriculum to ensure it meets National Curriculum expectations and is adapted/ personalised to meet the needs of all learners.</p> <p>Specific resources to be purchased as necessary by curriculum areas to support changing cohorts into school.</p> <p>Review of targets for pupils with SEND in light of any new information that is received from, specialist/external/internal sources and assessments.</p>	<p>SLT Subject Leaders PPCs SENCO Teaching Staff HLTAs and TAs</p>	<p>Ongoing</p>	<p>Existing courses and programmes of study being delivered to all pupils with maximum impact.</p> <p>Staff expertise increases.</p> <p>Curriculum mapping demonstrates that it is adapted to meet the needs of learners and this is reflected in the progress of students.</p> <p>Resources are accessed by staff and pupils and the curriculum being delivered is enhanced as a result.</p> <p>Pupils with SEND have achievable targets which motivate</p>

	<p>additional needs. Targets set that are based on KS2 scores are reviewed regularly.</p> <p>EHCPs are reviewed annually. Pupil learner profiles are also reviewed and key information from both EHCPs and profiles is shared with staff.</p> <p>Timely and targeted interventions delivered to support the diverse needs of pupils with SEND.</p> <p>Additional adult support where necessary in lessons is well utilized.</p>	<p>Reviewed on a termly basis. Changes made to suit needs of learner.</p> <p>Teachers and TAs/ESAs arrange times to discuss needs of learners.</p> <p>TAs/ESAs will be fully deployed in class and impact will be evident.</p> <p>Continued CPD for all staff to address emerging needs of students.</p>	<p>Teaching staff use information from Annual Reviews, EP assessments and profiles to inform their teaching for pupils with SEND.</p> <p>Refine intervention criteria to ensure that intervention sessions have maximum impact by ensuring they take place regularly without disruption.</p> <p>Good practice to be shared.</p> <p>Time set aside for TAs/ESAs to meet with teaching staff.</p> <p>Training to be facilitated in accordance with needs of students and changing landscapes.</p> <p>Training to be put in the calendar for SEND.</p>			<p>them and inspire them to achieve.</p> <p>Teachers have a clear understanding of pupils' needs and adapts teaching to meet need and is evident in SEN drop ins and book scrutiny.</p> <p>Range and impact of intervention increases.</p> <p>TAs/ESAs are fully informed by staff and contribute significantly to lessons.</p> <p>Pupils' needs are met.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The school environment of St John Bosco is adapted to not only meet the needs of its pupils, but also their families, its staff and visitors, as required.</p> <p>This includes:</p>	<p>Maintain the high standard set when the school reopened as a new build, so that pupils of all abilities continue to have ease of access.</p>	<p>School Business Manager and Site Manger to ensure that the school building is kept in a good state of repair.</p> <p>That any buildings issues are reported by teachers or support staff and are</p>	<p>Business Manager. Premises caretaker.</p>	<p>Ongoing</p>	<p>The school building will remain accessible to staff, pupils and their families.</p>

	<ul style="list-style-type: none"> • Corridor and door widths accessible for wheelchair users • Lifts within the school building • Clear signage in all areas of the school - both inside and outside • Disabled toilets and changing facilities • Wet room and medical space located within the SEN department • Library shelves at wheelchair-accessible height • Two evacuation chairs are available on floors two and three of the building • Adjustable workspaces within food technology • Disabled parking bays 		dealt with in a timely manner.			
Improve the delivery of information to people with a disability	<p>St John Bosco uses a range of communication methods to ensure information is accessible to staff, pupils, their families and visitors. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources as and when necessary 	<p>To explore the use of pictorial representations across the school.</p> <p>Ensure that all members of the school and wider community can access written and spoken information.</p>	<p>Pictorial representations where needed to be identified, agreed and ordered.</p> <p>Ensure that all correspondence with pupils and parents is accessible.</p>	<p>Head of school SLT Business Manager Marketing Manager SENCO</p>	Ongoing	<p>Signage is accessible to all visitors to the school.</p> <p>All pupils, families and visitors will be able to access the information shared by the school.</p>

	<ul style="list-style-type: none"> • Induction loops • Visual timetables • Dyslexic friendly resources. <p>Information from Educational Psychologists etc are shared with parents.</p> <p>Information on the school website can be requested and is available in other formats if necessary.</p>	<p>Parents offered support to understand their child's assessment as and when needed.</p> <p>To continue to ensure that all policies indicate if alternative formats are available.</p>	<p>Appointments offered to parents to discuss progress and outcomes of assessments conducted at or facilitated by school.</p> <p>Audit of documents to check headers and footers state this information on relevant documents.</p>	<p>C Waters</p>		<p>Parents will have an understanding of their child's needs.</p> <p>It will be clear to people accessing the key documents that alternatives are available and these may be accessed.</p>
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4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head Teacher, the Deputy Head with responsibility for SEND and the school's governors.

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 and SEN Policy
- 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	Three. Accessible by stairs and lift.	Lifts kept in good state of repair. Stairwells remain well-lit and clear of obstructions. Evac chair at four main points of exist via stair wells.	SJ. WC.	Ongoing
Corridor access	Wide enough to allow wheelchair access.	Ensure that corridors are kept clear and clutter free.	SJ and subject leads within departmental areas.	Ongoing
Lifts	Two within the school building.	Ensure they are in good working order and being used appropriately.	SJ WC PPCs who issue lift keys.	Ongoing
Parking bays	Disabled access at front of building.	Ensure that only disabled staff and/or visitors are using these spaces. Email sent to staff reminding them of this.	SJ	Ongoing
Entrances	Main Entrance and rear entrance	Ensure doors in good working order	SJ. WC	Ongoing
Ramps	NA			

Toilets	There are a number of general toilet blocks within the school building for general use by students. In addition there are also a number of disabled access toilets, strategically placed within key areas of the school.	Ensure that those staff and students who need to access the disabled toilets have access to the key code on each door.	SJ. WC	Ongoing
Reception area	One main reception area which is a large space with fob access/exit	Ensure space is kept clear of furniture and objects that could cause trip hazards. Housekeeper regularly cleans area ensuring no danger of slips	SJ. WC	Ongoing
Internal signage	Departments clearly marked; general areas signposted; refuge call points on each level	Ensure signage is clear and any damage to signage is repaired immediately	SJ. WC	Ongoing
Emergency escape routes	Fire exits clearly marked; numerous escape routes across each side of the site; fire extinguishers throughout site	Ensure fire exits are accessible at all times; ensure fire doors are efficient; ensure maintenance of fire extinguishers; regular fire drill practice to be undertaken	SJ. WC	Ongoing