



Accessibility Plan

St John's CE Academy

This document applies to all academies and operations of Cambrian Learning Trust.

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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

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.

Our vision is for all our pupils to be able to 'grow, flourish and fly' and to 'live life in all its fullness' (John10:10). Everything we do is underpinned by our school values, Respect, Courage and Kindness.

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 Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in 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 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to be completed	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils where this is needed.</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 SEND Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is regularly reviewed to ensure it meets the needs of all pupils. Adaptations are made where necessary.</p> <p>Specialist advice is sought from a range of outside agencies and actions are put in place</p>	<p>Differentiation is in place so that all pupils can access the curriculum, are challenged and make good progress. (ST)</p> <p>All staff are trained in specific SEND needs with bespoke training for staff working with key pupils. (Program to cover specific SEND needs over the year/years: e.g. ASD, ADHD, Attachment, Visual Impairment, Cerebral palsy,</p>	<p>Regular monitoring of T&L includes differentiation and quality of T&L for SEND pupils.</p> <p>Staff training to ensure effective differentiation and assessment is in place (for key pupil groups and individual pupils).</p> <p>Preparation of</p>	<p>SLT SENDCo</p> <p>All teaching staff/ SENDCo/SLT</p>	<p>See CLT School Improvement Schedule</p> <p>Staff meetings throughout the year</p> <p>Tracking 3x a year</p> <p>Targets reviewed termly and shared with parents/carers</p>	<p>Monitoring shows high quality of differentiation and progress by SEND pupils.</p> <p>Staff are trained in specific SEND needs and impact is seen on standards of T&L as a result.</p> <p>Targets show that SEND pupils are making at least good progress.</p>

		<p>Diabetes, Asthma, Haemophilia etc.) (MT)</p> <p>SEND targets introduced, tracking in place, impact measured. (MT)</p> <p>Curriculum review completed to include the new Ofsted framework with a focus on 'broad and balanced' including SEND pupils. (LT)</p> <p>Meetings with external advisors e.g. speech & language, hearing, visual impairment, school nurses.</p>	<p>personalised resources as and when required e.g. Visual timetables</p> <p>Target setting for SEND pupils completed in termly Curriculum review to ensure provision for SEND pupils as part of the LT planning process.</p> <p>Advice is reviewed for existing pupils. Advice sought for new pupils/issues as required</p>	<p>Teachers/ SENDCo HT</p> <p>SENDCo</p>		<p>Curriculum is updated with clear references and adjustments for SEND pupils.</p> <p>Pupils have specialist support to help meet individual needs.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators (Secondary site) • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>All pupils can access all areas of the school including toilets/cloakrooms and outdoor areas. (ST)</p>	<p>Regular meetings with the CLT premises team ensure that access is improved and maintained. e.g. completion of all risk assessments</p>	<p>HT CLT premises team</p>	<p>Ongoing – at least termly meetings</p>	<p>Our school is welcoming and inclusive to all pupils, parents and visitors who have</p>

	<ul style="list-style-type: none"> Library shelves at wheelchair-accessible height 		including PEEPs, clear marking of ramps etc			access needs. Everyone can move around the school and use all the facilities without any difficulty
<p>Improve the delivery of information to pupils 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"> Internal signage Large-print resources Braille Induction loops Pictorial or symbolic representations 1:1 communication with advice from SaLT 	<p>Information is available to all stakeholders to meet their level of need. (ST)</p> <p>Large print available on request</p> <p>New school website is fully complaint and up to date and uses latest technology for mobile devices etc.</p>	<p>Regular meetings with the CLT premises team and SENDCO to ensure that signage and all information is accessible.</p> <p>New school website to be developed to better reflect the all-through school and ensure that information for all stakeholders is clear and accessible.</p>	<p>SLT SENDCO CLT premises team Caretaker</p>	<p>Ongoing and reviewed annually</p>	<p>Information is clear and accessible for all pupils, parents and visitors</p>

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 Local Governing Committee and uploaded to the school website

