

St. John the Evangelist Catholic Academy

Part of the Newman Catholic Collegiate



Accessibility Plan 2017-18

Policy Written:	Date: April 2015
Ratified by the Academy Committee	Date: April 2015
Date for review:	Date: May 2018
Chair of Academy committee:	
Principal:	

St. John the Evangelist Catholic Academy



Accessibility Plan 2017-18

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

St John the Evangelist Catholic Academy Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and Academy Committee Representatives of the academy and will advise other school planning documents.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the academy's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.

St John the Evangelist Catholic Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in extra-curricular clubs, leisure and cultural activities or academy visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve access to the physical environment of the academy, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and any written information.

Whole school training will recognise the need to continue raising awareness for staff and Academy Committee Representatives on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives (required from April 2012)
- Single Equality Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- Academy Development Plan
- Prospectus (under review)

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which was undertaken by the staff and governors of the school and remains the responsibility of the Academy Committee. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when academy policies are reviewed.

The terms of reference for the Academy Committee and any associated working groups will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Academy Prospectus will make reference to this Accessibility Plan.

The Academy's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the academy website.

The Accessibility Plan will be monitored through the Academy Committee

The academy will work in partnership with the Local Authority and Diocesan Authority, in developing and implementing this Accessibility Plan.

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The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

St John the Evangelist Catholic Academy Accessibility Plan 2017 to 2018

TARGET	Strategy/Actions	Time-frame	Intended Outcomes	Impact on Pupils
To continue to recognise that ICT can promote accessibility and so the school remains proactive in seeking best practice.	To regularly discuss ICT provision at SLT , Academy Committee and staff meetings	On-going	Continue to provide computer technology appropriate for pupils with disabilities.	Pupils can use ICT to help them access curricular activities.
To deploy Teaching Assistants effectively to support pupils' participation	<p>Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly.</p> <p>Ensure staff skills are matched to pupil needs.</p> <p>Review and ensure resources, both staffing and physical space, are being used for maximum impact, providing the highest quality provision</p>	<p>On-going- review and adjust after each half-termly Pupil Progress meetings</p> <p>Half -termly review of SDP 2017-18</p>	Pupils needs are appropriately met through effective deployment of skilled support staff.	<p>All pupils' needs are met through effective deployment of staff.</p> <p>Progress of SEND pupils at least matches national data.</p>
To develop a CPD programme to ensure staff are kept aware of the need to offer resources in alternative formats where necessary and are	<p>Staff training requirements identified (Appraisal)</p> <p>Staff training in staff meetings, guest speakers, school nurse, link professionals, inset</p>	On-going cycle of annual training on medical needs and responding to needs	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum CPD monitored by SLT to provide access to	Children who need individual adult support to participate in some activities have access to

knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.		as they arise. - Autumn 2017	training appropriate to needs as identified through the Appraisal process.	this support
Training for Governors in terms of Raising Awareness of Disability Issues.	Provide training for Academy Committee representatives.	Autumn 2017	Whole school community aware of issues relating to access to Quality First Teaching.	Academy representatives are able to ensure that the needs of all pupils are met through appropriate challenge of the SLT members.
On-going monitoring of data (including vulnerable groups) to ensure all pupils are getting full curriculum entitlement needed to ensure at least good progress.	Ensure data is shared with and understood by all relevant parties. Ensure half-termly pupil progress meetings take place and all data analysed.	Ongoing	Where pupils are not making expected progress, they are quickly identified and appropriate targets set to ensure the gap between their attainment and national expectation closes.	School matches and exceeds national data for number of pupils reaching L4+ in English and Maths and making 2 levels progress.
Training for Awareness Raising of Disability & Equality Issues - including the importance of verbal, visual and physical communication.	Provide training for Academy Committee Representatives, staff and pupils. Discuss perception of issues with staff to determine the current status of school		Whole school community are aware of issues relating to Access - including pupils with SEN/EAL/Autism/ADHD	The school population and its stakeholders will benefit from a more inclusive school and social environment

Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

TARGET	Strategy/Actions	Time-frame	Cost	Intended Outcomes	Impact on Pupils
Accessibility to both sites and size of rooms are inadequate for the demands of the current curriculum.	The school is currently awaiting the outcome of planning permission for a partial new build at the Gloucester Road site.	ASAP	Unknown	Suitable accommodation allows the academy to deliver a suitably challenging curriculum for all pupils.	Data indicates that all pupils' attainment and progress is at least in line with national scores.
Access to Gloucester Road site.	Provide a parking space for disabled members of our community.	ASAP	£300.00	The very steep drive at Gloucester does not prevent any member of the community and any visitors from accessing the site safely.	All pupils can access the site independently.
General to whole school	Emergency and evacuation procedures set up to inform all pupils including pupils with SEN or Disability.	Gain advice from LA H&S team.	Unknown	Emergency and evacuation procedures set up to inform all pupils and staff including those with SEN or disability.	All pupils feel safe and can take responsibility for their own safety.
Consideration of hearing needs of Hearing Impaired pupil.	School to work with appropriate agencies.	None required at this time.	Unknown at this time	Pupil can access both curricular and extra-curricular activities independently.	Pupil makes at least expected progress.

Improving the Delivery of Written Information

TARGET	Strategy/Actions	Time-frame	Intended Outcomes	Impact on Pupils
To continue to recognise that ICT can promote accessibility and so the school remains proactive in seeking best practice.	To regularly discuss ICT provision at SLT, Academy Committee and staff meetings Continue to provide computer technology appropriate for pupils with disabilities.	Ongoing	Appropriate use of ICT allows all pupils to access the curriculum independently.	Pupils make at least good progress.
Improved delivery of information to disabled pupils and parents to include availability of written material in alternative formats.	The academy will respond to any requests for alternative formats and make itself aware of the services available through the LA for converting written information into alternative formats. The academy will be able to provide written information in different formats when required for individual purposes such as use of symbols, communications in large print contrasting colours etc	review 2018	On-going development will continue to offer a wider range of documents to download from the website. Pupils are able to access information in a variety of formats.	Pupils make at least good progress that matches that of their peers.
Awareness of parents who may have difficulty accessing standard communication formats, and provision of alternative	Approach parents with EAL or learning needs to ensure they get the information they need	Ongoing Delivery of information to pupils and parents/ carers improved	Parents with EAL or other communication needs will know what is happening within the school	Parents are more able to support their children's learning.

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communication.	Survey all parents re. communication.			
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