

St John's C of E Academy, Coleford

Accessibility Plan

Plan Date: Sept 2024

Review Date: Sept 2025

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Statement of intent

This plan outlines how St John's C of E Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Objectives Statement
- Equal Opportunities Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Information Report
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- First Aid Policy
- Health and Safety Policy
- Data Protection Policy
- Intimate Care Policy

2. Roles and responsibilities

The local governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Children with neurodiversity and trauma responses need to have a nurture space that they can access when they are feeling dysregulated.	Develop nurture space created in school.	SENCo	End of Spring Term 2026	Children with neurodiversity and trauma response needs using nurture space to regulate successfully.	Spring 2026
Medium term	All staff require further training on how to support children with autism.	INSET training – Autism led by Advisory Teaching Service	SENCo	End of Summer Term 2025	Support staff feel confident in how to support children with neurodiversity in school.	Summer 2025
Long term	Parents whose child is placed on the SEND register need to fully understand what to expect from our provision	SENCo to update SEN information report and attend new starter evening to explain this process.	SENCO	Yearly in September.	Parents feel clear about the provision for their children's SEND in all areas.	December 2024

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	School equipment and physical environment needs to meet the needs of individual children as they are identified.	Adjust school environment to meet needs of individuals as they are identified	Headteacher SENCo Business Manager	Ongoing monitor dependant on need	School environment meets the needs of all children	Summer 2025
Medium term	School will need to be adapted to suit the needs of children with neurodiversity and trauma responses to ensure there are safe spaces where they can regulate.	Specific spaces allocated within classrooms where appropriate. Sensory Room development	Headteacher SENCo	Ongoing monitor dependant on need	Children with neurodiversity and trauma response needs using nurture space to regulate successfully.	Summer 2025
Long term	Outside space provides opportunities for all children to access an accessible learning environment which meets their needs, including those with a physical disability.	Create plan for outside space so that it can be used successfully to complement the curriculum and provide a meaningful and accessible space for all.	DGAT premises team Governors Headteacher School Business Manager	Summer 2025	KS2 playground meets the needs of all children	Summer 2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Written information for parents needs to be signposted to those with additional needs.	large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets signposted on website and in the office lobby.	SENCo Headteacher	Summer 2025	Parents are aware of the availability of accessible versions of information.	Summer 2025
Medium term	School needs to ensure all relevant areas are clearly signed for those with hidden disabilities, such as autism or dyslexia and visual impairments.	Signs for all relevant areas.	SENCo	End of Spring 2025	Signposts are in all relevant areas including widget symbols.	Summer 2025
Long term	Written information needs to be accessible to people with visual impairments when needed.	Provide written information in alternative formats when needed Incorporate appropriate colour schemes when refurbishing and install window blinds	Headteacher School Business Manager SENCo	Currently not applicable. To be monitored.	Written information is fully accessible to those with visual impairments	Summer 2025

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is September 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.