**St John Fisher Catholic Voluntary Academy**

Accessibility Plan

**Created in collaboration with our legal expert**

Last updated: 11 March 2020

St John Fisher Catholic Voluntary Academy



**Mission Statement**

‘For I know the plans I have for you; plans to give you hope and a future.’ Jeremiah 29:11

St John Fisher Catholic Voluntary Academy School aims to develop in all the children in its care an understanding of their value as unique individuals made in God’s own image and to realise the full potential of their God given talents so that they can know, love and serve him through serving others.

To this end the Governors, in partnership with the Staff seek to ensure that:-

Our Catholic ethos is central to everything we do and every decision we make.

Religious education, based on the teachings of the Gospel and informed by the teachings of the Catholic Church, permeates every aspect of school life.

In keeping with our British values, respect and care is shown to for all members of the school community, without favour or prejudice, regardless of age, disability, pregnancy, religious beliefs, gender reassignment, gender, sexuality, civil partnership or race.

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| Signed by: | | | |
|  | Headteacher | Date: |  |
|  | Chair of governors | Date: |  |

## **Aims of the Accessibility Plan**

This plan outlines how St John Fisher 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 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 must 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.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

**The accessibility audit**

* 1. The governing board will undertake an annual Accessibility Audit.
  2. 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.
  1. 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
  1. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
  2. All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents.
  3. The actions that will be undertaken are detailed in the following sections of this document.

# Planning duty 1: Curriculum

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Medium term** |  |  |  |  |  |  |
| **Long term** |  |  |  |  |  |  |

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# Planning duty 2: Physical environment

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** |  |  |  |  |  |  |
| **Medium term** |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Long term** |  |  |  |  |  |  |

# Planning duty 3: Information

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Medium term** |  |  |  |  |  |  |
| **Long term** |  |  |  |  |  |  |

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| Learning access and audit | | | | | |
| Item | Issue | Yes | No | N/A | Action |
| 1 | Do you provide disability awareness training to enable all staff to understand and recognise disability issues? |  |  |  |  |
| 2 | Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required? |  |  |  |  |
| 3 | Do all staff seek to remove all barriers to learning and participation? |  |  |  |  |
| 4 | Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? |  |  |  |  |
| 5 | Are all children and young people encouraged to take part in music, drama and physical activities? |  |  |  |  |
| 6 | Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education? |  |  |  |  |
| 7 | Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum? |  |  |  |  |
| 8 | Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work? |  |  |  |  |
| 9 | Do you provide access to appropriate technology for those with disabilities? |  |  |  |  |

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| Physical access audit and plan | | | | | |
| Item | Issue | Yes | No | N/A | Action |
| 1 | Is furniture and equipment selected, adjusted and located appropriately? |  |  |  |  |
| 2 | Are pathways and routes logical and well signed? |  |  |  |  |
| 3 | Do you have emergency and evacuation procedures to alert all students? |  |  |  |  |
| 4 | Is appropriate furniture and equipment provided to meet the needs of individual students? |  |  |  |  |
| 5 | Do furniture layouts allow easy movement for students with disabilities? |  |  |  |  |
| 6 | Are quiet rooms/calming rooms available to children who need this facility? |  |  |  |  |
| 7 | Are car parking spaces reserved for disabled people near the main entrance? |  |  |  |  |
| 8 | Are there any barriers to easy movement around the site and to the main entrance? |  |  |  |  |
| 9 | Are steps needed for access to the main entrance? |  |  |  |  |
| 10 | Do all steps have contrasting edging? |  |  |  |  |
| 11 | If there are steps, is a ramp provided to access the main entrance? |  |  |  |  |
| 12 | Is there a continuous handrail on each ramp and stair flight and landing? |  |  |  |  |
| 13 | Is it possible for a wheelchair user to get through the principal door unaided? |  |  |  |  |
| 14 | If no, is an alternative wheelchair accessible entrance provided? |  |  |  |  |
| 15 | Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors? |  |  |  |  |
| 16 | Do all internal doors allow a wheelchair user to get through unaided? |  |  |  |  |
| 17 | Do all the corridors have a clear, unobstructed width of 1.2m? |  |  |  |  |
| 18 | Does each corridor/block/building have a wheelchair accessible toilet? |  |  |  |  |
| 19 | Does the relevant block have accessible changing rooms? |  |  |  |  |
| 20 | If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings? |  |  |  |  |
| 21 | Does the building have a lift that can be used by wheelchair user to allow access to different levels? |  |  |  |  |
| 22 | Is there a continuous handrail on each internal stair flight? |  |  |  |  |
| 23 | Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type. |  |  |  |  |
| 24 | Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access? |  |  |  |  |
| 25 | Are non-visual guides used to assist people to use the buildings? |  |  |  |  |
| 26 | Could any of the décor be confusing or disorientating for students with disabilities? |  |  |  |  |
| 27 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) |  |  |  |  |
| 28 | Is a hearing induction loop available (either fixed or portable) in the school? |  |  |  |  |

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| Information access and audit plan | | | | | |
| Item | Issue | Yes | No | N/A | Action |
|  | Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information? |  |  |  |  |
|  | Do you have the facilities such as ICT to produce written information in different formats? |  |  |  |  |
|  | Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? |  |  |  |  |
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