



ACCESSIBILITY PLAN

Adopted by the Governing Body on March 2019

Signed by Chair of Governors.....

Next Review Date: December 2021

Accessibility plan

Introduction

This plan sets out how St John's will work to promote disability equality. The school has a duty towards pupils, staff, parents, governors and members of the wider community who have a disability. We aim to ensure that the school site is accessible and that the curriculum and extra-curricular activities is accessible for all pupils regardless of their disability. We aim to remove barriers to learning so that all pupils are able to participate in all aspects of school life. We have a commitment to equality of opportunity.

Our ethos is "Learning for Life". We are a non-maintained Catholic school catering for one hundred students between the ages of five to nineteen with various special needs from seven different local authorities.

The governing body is aware of its responsibility for school accessibility. Accessibility is taken into account within the *Disability and equality* policy as well as the *Health and safety* policy.

The Head of School is delegated with lead responsibility for accessibility and ensuring that the staff are well trained and that the policy is followed in practice. The accessibility plan is agreed by the school governors and can be viewed on the school website. It is reviewed annually by the relevant governors' committee.

Priority	Action Required	Timescale	Success Criteria	Monitoring Date and Comment
Assess policies and documentation to ensure disabilities are considered	Inclusion in all policies	Ongoing dependant on renewal dates	Policy documents amended	
Take part in annual events such as Deaf Awareness week to raise awareness of disability.	Investigate calendar of disability fund raising dates. School council canvass school body to select charity to support.	Ongoing	Calendar set up	
Ensure the school environment is as Accessible as possible to pupils, staff and visitors to the school. Are open evenings and other events which parents or carers attend held in an accessible part of the school?	Canvass school community regarding access issues for all. Identify areas of difficulty. Well-being committee involvement	On going	Students and adults canvassed. Discussed at 'Well being' committee meetings	

Ensure information is available to students, parents, staff and visitors in a variety of formats which are accessible if required, including those parents and carers for whom English is a second language.	Seek support from adult education, partially sighted/blind and deaf support agencies	On going	Support agencies contacted for translation/ Supportive leaflets.	
Staff informed and updated on students' needs	Keep staff updated in terms of information sharing, training and collection of their views;	Ongoing	Staff meetings	
To ensure that appropriate levels of support are available to students with a disability	Discussion at EHCP/Annual review	On going	Annual review/EHCP meetings	
To improve transition arrangements between classes	Teachers meet Prior to transition to discuss all children. A variety of data is transferred, so all teachers are well-informed.	On going	All teachers better –informed on Students needs; all children happy and ready to learn.	

<p>To ensure supply Teachers/LSA are aware of all SEN/Disability Needs of the students in their care. Review curriculum planning</p>	<p>Supply staff to meet with teacher/HOD discuss students Take advice from class LSA. Induction folders for supply staff</p> <p>Teachers renew planning to take into account accessibility needs for their class and alert SMT to resources that may be modified</p>	<p>On going</p> <p>On going</p>	<p>Pupil profile folders clearly accessible for new/supply staff.</p> <p>Curriculum meets the needs of the pupils</p>	