



# ACCESSIBILITY POLICY

**St John's Catholic Comprehensive School**

**OUR MISSION STATEMENT**

Excellence for All  
Service to Others  
Inspired by Christ

***This Policy was adopted by the Strategy Team***

***Date: January 2017***

***Next Review Date: January 2021***

***Owner: Dan Walton***

***Quality Assured: Matt Barron***

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## **1. Introduction**

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to school for disabled pupils", issued by DfES in July 2002.

## **2. Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day- to- day activities."

St John's Catholic Comprehensive School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

## **3. Key Objective**

To reduce and, where possible, eliminate barriers to accessing the curriculum; and to full participation in the school community for pupils, and prospective pupils, with a disability.

## **4. Principles**

Compliance with the DDA is consistent with St John's aims and equal opportunities policy, and the operation of the SEN policy. St John's recognises its duty under the DDA (as amended by the SENDA)

- Not to discriminate against disabled pupils in their admissions and exclusions, and/or provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

In performing their duties, governors and staff will take into account the Disability Rights Commission Code of Practice (2002).

St John's recognises and endeavours to take account of parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

St John's, together with the LA and other agencies, provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

## **5. Activity**

### **(a) Education and related activities**

St John's will continue to work with the LA services, such as specialist teacher advisers and SEN inspectors/advisers, and appropriate health professionals from the local NHS Trusts.

(b) **Physical environment**

St John's has taken account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments within the premises and site and is fully compliant under the DDA regulations.

(c) **Provision of information**

St John's will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

**6. Linked Policies**

This Plan will contribute to the review and revision of related school policies e.g.

- School Improvement Plan
- SEN policy
- Equality policy

## APPENDIX

### 7. Accessibility Action Plan

The plan will be reviewed annually and included as part of the SEN Governor's annual review to Governors.

	<b>Curriculum</b>	<b>Physical Environment</b>	<b>Information for pupils</b>	<b>Overall</b>
<b>Resources</b>	Hub Leaders to ensure that the curriculum is differentiated by task and outcome. Detailed student information given to staff.	Students' seating plan designed to take into account special needs. Movement around the learning environment considered.	Students involved in target-setting and reviews.	LSA deployment to meet students' needs. Special arrangements for public examinations.
<b>Responsibilities</b>	Hub leaders oversee schemes of work. Data provided by JMD. IEPs given to subject teachers and tutor.	Teacher designs their own seating plan for each class.	Students work with SEN team.	SENCO oversees arrangements.
<b>Timings</b>	Schemes of work in place at start of each academic year. Data available at specified times. IEPs are working documents.	Seating plans ready for first lesson with class. Modifications made as the need arises.	On-going, but ready for students following transition into year 7.	Timetables available for support at start of academic year, which may be changed according to need. Information provided for special arrangements following examination deadlines.
<b>Outcomes for pupils &amp; staff</b>	Differentiation by outcome. Students are tracked and monitored. IEPs support the work in the classroom.	Ease of movement around learning spaces.	Students set challenging tasks matched to their ability.	Staff are able to plan with LSA. Students receive correct consideration in examinations.
<b>Overall judgement of how likely the plan is to be implemented</b>	Good.	Good.	Good.	Nova T6 supports timetables for LSAs.
<b>Future developments</b>	JMD, vocational curriculum, SL development.		Pupil voice	SEN team.