

Accessibility Plan



ST JOHN PAYNE CATHOLIC SCHOOL

| Date Of Issue | Review Date | Nominated Lead Member of Staff | Nominated Committee |
|----------------------|--------------------|---------------------------------------|-------------------------------|
| Summer 2021 | Summer 2024 | Headteacher/SEND CO | Finance & Premises |

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School Accessibility

Introduction

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

Definition of Disability

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

"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."

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.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the SEND policy. The School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and 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.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information

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

Action Plan

See attached (Appendix 1)

1. St John Payne Catholic School is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This routinely sees our CPD programme include strategies to support SEN students' progress, and development of awareness of inclusive practice.
2. St John Payne Catholic School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - 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 time frame.
3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. The School's complaints procedure covers the Accessibility Plan.
7. The Plan will be monitored through the Finance and Premises Committee of the Governors.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.

ACCESS EVALUATION: SECONDARY SCHOOL ACCOMMODATION

Name of school...St John Payne Catholic School, Chelmsford...Date of Survey...March 2021..... DfES Number 8814701...

| DfES Space type | School priority for accessibility | <ol style="list-style-type: none"> 1. State whether each curriculum area or other type of accommodation space is easily accessible to someone using a wheelchair. Y = accessible, N = inaccessible. 2. Indicate the school's priorities. Divide inaccessibles (N's) equally into High Priority (H), Medium (M) and Low Priority (L) and mark in this column. 3. Guidance notes and worked example are provided for reference. | Wheelchair | Ambulant | Dexterity | Visual | Auditory | Comprehension |
|-----------------|-----------------------------------|--|------------|----------|-----------|--------|----------|---------------|
| 7 | 8 | 9 Non-specialist accommodation | | | | | | |
| 01 | | Business Studies | Y | | | | | |
| 01 | | English | Y | | | | | |
| 01 | | Maths | Y | | | | | |
| 01 | | Languages | Y | | | | | |
| 01 | | History | Y | | | | | |
| 01 | | Geography | Y | | | | | |
| 01 | | RE | Y | | | | | |
| 01 | | Personal/Social/Citizenship | Y | | | | | |
| 10 | | Interview/tutorial/private study | Y | | | | | |
| 09 | | Special Needs | Y | | | | | |
| 10 | 11 | 12 Specialist accommodation | | | | | | |
| 02 | H | General Science | Y | | | | | |
| 03 | H | ICT | Y | | | | | |
| 05 | H | Resistant Materials | Y | | | | | |
| 04 | | Textiles | Y | | | | | |
| 05 | | Food | Y | | | | | |
| 03 | | Graphics/CAD/CAM | Y | | | | | |
| 04 | | Art | Y | | | | | |

| | | | | | | | | |
|----|---|---|---|---|--|--|--|--|
| 06 | | Music | Y | | | | | |
| 17 | | Chapel | Y | | | | | |
| 08 | M | Indoor sport: Hall | Y | | | | | |
| 08 | L | Indoor sport: Gym | Y | | | | | |
| 25 | | Outdoor sport | Y | | | | | |
| 26 | | Outdoor play | Y | | | | | |
| 28 | | Outdoor social & circulation | Y | | | | | |
| 12 | H | Library | Y | | | | | |
| 13 | M | Careers | Y | | | | | |
| 11 | H | Halls | Y | | | | | |
| 11 | | Dining | Y | | | | | |
| 14 | | Social – e.g. snack bar, 6 th Form Common Room | Y | | | | | |
| 19 | | Staff and admin | Y | | | | | |
| 20 | | Pupil changing/toilets | Y | | | | | |
| 21 | | Teaching storage | Y | | | | | |
| 22 | | Kitchen | Y | | | | | |
| | | Number of blocks with full-access WC | | 5 | | | | |
| | L | Of these, how many have showers | | 3 | | | | |
| | M | Number of blocks remaining requiring full-access WC | | 0 | | | | |

The doors into all three buildings open outwards making it very difficult for an unaccompanied wheelchair user to gain access. Work is needed to remedy this. Currently any wheelchair user is assisted by either an LSA or a pupil.

Appendix 1

Improving the Physical Access

An Access Audit was carried out by **TCO/RFO** in March 2021 and a number of recommendations made:

| Item | Activity | Timescale | Cost |
|--|--|-------------------------------------|-------------|
| Provide for wheelchair access to all three buildings | Automatic opening doors | On registration of wheelchair users | £5,000 |
| Toilets | Plans to change use of shower room to accommodate changing bench | On registration of wheelchair users | |
| Measures implemented to support the full opening of the school during the public health emergency, including one-way systems, increased signage, and designated zones for social time will remain. These are conducive to all students' wellbeing and progress, and are particularly beneficial to students with SEN. | | | |

Appendix 1 continued

Improving the Curriculum Access

| | Target | Strategies | Outcome | Time Frame | Achievement |
|-------------------|---|---|---|--|--|
| Short Term | <p>Transition team to identify students at our feeder schools who will be transferring to St John Payne with disabilities.</p> <p>SENDCO to liaise with all Primary SENDCOs to gather information.</p> <p>SENDCO to meet with all SEND students and their parents prior to their joining SJP.</p> <p>SEND students offered a personal visit in addition to taster day.</p> <p>Ensure all students with disabilities already at St John Payne have their individual needs met.</p> | <p>Primary Transition Meetings with Feeder Primary Schools with HY7/RFO).</p> <p>Attendance at SENDCO LDG Forum at our partner Special School- Columbus to keep up to date with research practices which facilitate the removal of barriers to including children with disabilities.</p> <p>Regular review meetings with students and their parents/carers currently on role to ensure that their needs are met and that any reasonable adjustments are made.</p> | <p>Incoming Year 7 students identified.</p> <p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning.</p> <p>Research conducted which will inform training and provision needed.</p> | <p>Transition work by July of each Year</p> <p>2020-21 2021-22 2022-23</p> | <p>Practices adopted to open up disabled access to the curriculum. Adjustments in place.</p> |

| | | | | | |
|--|--|--|--|--|--|
| | <p>All out of school activities are planned to ensure the participation of the whole range of pupils.</p> <p>SEND/PP/Disadvantaged students prioritised for inclusion in extra-curricular activities and opportunities to represent the school (open event tours, sports days, drama & music productions, Columbus collaboration).</p> <p>HODs prioritise provision for SEND/PP/Disadvantaged to ensure access to high quality teaching.</p> | <p>Review all out of school provision to ensure compliance with legislation.</p> | <p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> | <p>July of each year by Educational Visits Coordinator (EVC)</p> | |
|--|--|--|--|--|--|

Appendix 1 continued

Improving the Curriculum Access

| | | | | | |
|---------------------------|---|--|--|----------------------------|---|
| <p>Medium Term</p> | <p>Training for Teachers to ensure students with disabilities have their needs met.</p> <p>Signposting and information sharing on strategies to support SEND students.</p> <p>Termly CPD on SEND strategies to maintain high profile.</p> <p>Specialist training for teachers/LSAs to aid in the bathroom facilities.</p> <p>Bespoke timetable to cater for students with restricted needs.</p> | <p>Training for teachers on differentiating the Curriculum</p> <p>Resources available from the LA Specialist Services and External Professionals e.g. CAMHS.</p> <p>Review of extra-curricular resources on offer to ensure accessibility.</p> <p>Audit of Curriculum Provision at Key Stage 4 in order to ensure accessibility for all.</p> | <p>Teachers are able to more fully meet the requirements of disabled students' needs with regards to accessing the curriculum and extra-curricular activities.</p> <p>Advice from LA Support staff available to teachers and increased use of Romero Centre.</p> | <p>2020-21 2021-22</p> | <p>Increase in access to the National Curriculum.</p> <p>Society will benefit from a more inclusive and social environment.</p> |
| <p>Long Term</p> | <p>School new build plans to ensure accessibility to any user with disabilities- physical and sensory. This includes internal (e.g. signs, disabled toilets/showers, lifts, colour Schemes) and External (hand rails and ramps etc.).</p> | <p>Seek advice from LA Support Services and Building Specialists.</p> | <p>New building accessible to any user with disabilities.</p> | | <p>Physical Accessibility of school is increased.</p> |

Appendix 1 continued

Improving Delivery of Written Information

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|--|--|------------------|--|
| Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. | Improved use of ICT and specialist equipment to enable disabled pupils to access and record written information. EduLink & Show My Homework. | Better access to the curriculum and immersion in school life; increased progress. | September 2020 | Students successfully using the equipment identified |
| Improve the delivery to disabled parents and carers of information provided by the school | Website to be developed so that all available information can be readily accessed and all policy documents on line. Greater use of email to communicate with all parents allowing recipient to display such communications as they prefer or need. Also twitter. EduLink & Show My Homework. | Information readily available to all. Good communication between home and school. | | Improved delivery of information |

A new school App called EduLink is now in place instead of MyEd, allowing parents to easily view details about the school and their children such as achievement and behaviour points. We have also introduced Show My Homework.