



ACCESSIBILITY PLAN POLICY

St John Fisher Catholic High School



School	St John Fisher Catholic High School
Date adopted by Governing Body	4th November 2020
Signed (Chair)	 Mr D Mallin
Signed (Headteacher)	 Mrs A Rigby

Produced by	Mr S Coyle
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Date to be reviewed	Comments
November 2023	Version November 2020



Purpose of the Plan

'Learning Together as a Community in Christ'

The purpose of the plan is to show how St John Fisher Catholic High School intends, over time, to increase the accessibility of our school for all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

This Accessibility Plan will contain actions relevant to:

- improved access to the **physical environment** of the school, adding any specialist facilities where possible. This covers improvements to the physical environment of the school and physical aids to access education;
- increased 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 able-bodied pupils are. This covers teaching and learning, and the wider curriculum of the school such as participation in extra-curricular activities, leisure or cultural activities, and school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum;
- improved the delivery of **written information** to pupils, staff, parents and visitors with disabilities;
- improved the delivery of written information to pupils, staff, parents and visitors, including those who speak English as an additional language.

This plan will recognise the need to continue to raise awareness for staff and Governors on disability issues, with reference to the Equality Act 2010. St John Fisher Catholic High School aims to treat all stakeholders favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families, and any relevant outside agencies in order to remove or minimise any potential barriers to learning where possible. The school is active in promoting positive attitudes to disabled people in the school, and in the planning to increase access to education for all disabled pupils. Information about our Accessibility Plan will be available on the school website and / or on request from the Headteacher's PA. The Governing Body will also monitor it.



Contextual Information

The age and topography of the school does not lend itself readily for disabled access. Currently, the majority of the school buildings are accessible for a person in a wheelchair using lifts and ramps. However, access to the school in the first instance is problematic. The playground and outside areas are stepped and some areas are inaccessible. The playing fields are problematic for wheelchairs and specialist equipment.

After recent investigations the modifications to the building will occur over many years.

The current range of disabilities at St John Fisher Catholic High School:

The school provides education for children with a range of disabilities, including Autistic Spectrum Condition, Hearing and visually Impaired, Epilepsy, Anaphylaxis, Diabetes and Asthma.

When children enter the school with specific disabilities, the school contacts relevant professionals for assessment, support and guidance. Staff are offered training from a school nurse in supporting these children. All medical information is collated and available for staff. We have competent First Aiders, who hold up-to-date First Aid certificates. All medication is kept in a central safe and secure place, which is accessible by First Aiders and staff members. Medicines are administered on the advice of the GP, in consultation with parents following the guidelines in the DFE guidance 'Supporting pupils at school with medical conditions' Dec 2015 which states:

- Parents are responsible for ensuring adequate supplies and up-to-date information is provided for the school;
- All medication is provided in the original packaging with the pupil's information clearly visible via the dispensing label;
- Non-prescription medication e.g. Painkillers, cannot be dispensed.

We are aware that in the future, there will be a greater range of pupils with additional medical needs accessing school.



Physical Environment

Accessibility/Adaptations				
Item/Area	Recommendation	Impact	Timescale	Review
Develop provision for all school users in terms of disability access. (Pupils, Staff and Parents)	<ol style="list-style-type: none"> 1. Carry out environmental audit to identify strengths and weaknesses of current provision. 2. Develop costed provision plan, which assigns priorities to any future developments. 	Removal of physical barriers to learning. Improved access to areas/curriculum.		Annual
Timetable	<ol style="list-style-type: none"> 1. Early identification of needs for Y6 pupils to inform timetable planning – are some rooms more suitable/easier to access? 	Reduction of unnecessary movement for pupils with mobility issues.		
Outside Agencies	<ol style="list-style-type: none"> 1. Seek advice from OT, Physiotherapy, and Specialist Nurses to improve access for specific pupils. 			



Curriculum Access

Written Information/Communication				
Item/Area	Recommendation	Impact	Timescale	Review
Teaching and Learning	<ol style="list-style-type: none"> 1. Review of use and quality of differentiation, this will take place via TA, Pupil and teacher voice during term 2. Teachers will provide examples of how they are meeting students needs via SEN subject representative during meetings. Observations by SENCO/SLT. 	Needs met, greater understanding of pupils needs.	Ongoing / during SEN meetings/ during term 2	annually
Use of teaching assistants	<ol style="list-style-type: none"> 1- Direction of teaching assistants from class teachers 2- Interventions within the class 3- Interventions out of class 4- Form interventions 5- Testing 	Students will have continuity from lesson to lesson, over learning and pre-learning will support the students needs.	Ongoing	annually



Methods of Communication	<ol style="list-style-type: none"> 1. Web site 2. Text messages 3. Letters 4. Telephone 5. Face to face 6. Student Council 7. Parental feedback 	Students will access some form of communication	Ongoing	Annually
Assistive Technologies	Class teachers will undergo training on assistive technologies during twilight sessions.	Students will have better engagement and accessibility to lesson content	Ongoing	Annually

Pathways				
Item/Area	Recommendation	Impact	Timescale	Review
Curriculum offer at Key Stage 3.	627 group	Literacy lessons will be broken down into manageable sections and will be delivered at a slower pace	Ongoing	Annually
Curriculum offer at Key Stage 4.	NOCN centre, offering EL3, Level 1 and level 2 in life skills module	Students struggling to access formal GCSE qualifications can achieve on NOCN	Ongoing	Annually
Access Arrangements for formal examinations	CRC to assess for access arrangements, class teachers identify the 'usual way of working' and record evidence. Class teachers will be informed of the	Students will be provided with relevant access arrangements	Ongoing	Annually



	approved access arrangement.			
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English as an Additional Language				
Item/Area	Recommendation	Impact	Timescale	Review
Translation Service	Provided from EMAS	Better Home/ school relationships.	Ongoing	Annually
EMAS	EMAS to attend school to work with the newly arrived EAL students twice weekly for approximately 2 hours per week, until assessed by EMAS and reported to be at the required level.	Understanding of Language	Ongoing	Annually
Resources	Use google translator to make links. Use EMAS resources to support learning of individuals	Continuity between EMAS, Home and school	Ongoing	Annually



Physical Environment

Item/Area	Recommendation	Impact	Timescale	Review
Many areas within school are not suitable for the use of a wheelchair	<ol style="list-style-type: none"> 1. Widen door to Science Lab 4 2. Widen door to Languages Room (adjacent Lab 6) 3. Widen door to 2nd Ground Floor Languages Room 4. Widen external door to Workshop 5. Widen internal door between Workshop and adjacent ICT Room 6. Widen door to 1st Floor ICT Room 7. Widen two doors from corridor to 1st Floor Art Room 8. Convert 1st Floor Staff WC to Disabled WC 9. Provide carpet to existing ramp at First Floor 10. Convert Staff WC's at Ground Floor to Disabled WC 11. Provide hold open devices to six pairs of double doors in corridors at Ground Floor 12. Provide electronic door opening releases to 12 external fire exits 13. Provide electronic opening controls to front entrance doors 14. Provide ramps to 10 external doors including fire exits 15. Provide drop down work stations to Food Tech and Technology Room 16. Provide temporary moveable ramp to flight of steps to Sports Hall 17. Fire wall between canteen and stair well in learning support block. 18. Ramp up to canteen/PE changes as a fire exit 19. Increase disabled toilet dimensions to accommodate an electric wheelchair. 20. Change handles outside of Canteen to allow entrance from the exit door. 	Bottom floor of school buildings will be accessible	Summer 2021/22	annually
First floor of building is inaccessible to wheelchair users	Provide lift to first floor (LCC)	Subjects taught on the first floor will be accessible	Ongoing	Annually