

Accessibility Plan

Reviewed: October 2021

Next review: October 2022

The governing board of St John Bosco College adopted this policy on October 2021.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

We are a Roman Catholic school community guided by the Spirit of God (RUAH) and following the example of St John Bosco. We aim to meet the needs of each child in our care and give them an education that enables them to fully develop and mature as individuals, as students and as members of a faith community so that they can achieve academic and personal success and understand how their education contributes to and supports society as a whole.

The mission statement of the school and its underlying ethos can be summarised by the acronym RUAH, Respect, Understanding, Affection and Humour. Underpinning these values are the notions of respect for everyone as created in the image and likeness of God and the dignity and value of the individual person.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and works closely with Governors, the Trustees and the Wandsworth Local Authority to ensure that support for all aspects of the plan are in place.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors, pupils and parents.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Curriculum reviewed annually by Senior and Middle leaders to ensure it is meeting needs of all pupils</p> <p>Differentiated curriculum materials and lesson delivery provided by all subject areas</p> <p>Needs of pupils with EHCP/Statements of Special Needs are</p>	<p>SLT meeting to review curriculum offer held</p> <p>Departmental/Line Management meetings held for each subject area to review offer</p> <p>Planning done by departments and individual staff to prepare suitable lessons and resources</p>	<p>Deputy Head Curriculum (MBA)</p> <p>Deputy and Assistant Heads with subject leads</p> <p>All teaching staff</p>	Ongoing	All children able to access broad and balanced curriculum in line with national standards and local needs.

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>There is a bespoke termly reviewed curriculum offer for students in the ASD and Mental Health resource base provisions – with small group and one to one teaching in place where required</p>	regularly reviewed by the SENCo or the ASD Base Lead	SENCo to coordinate regular reviews and hold half-termly inclusion meetings	SENCo/HOHs		
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • A lift • Sufficient corridor width • Disabled parking bays and disabled access at the front and side of the building • Disabled toilets and on all floors • Changing facilities on ground and first floors • Anti-glare film on doors and windows • Wide doors 	<ul style="list-style-type: none"> • Adjustable heights tables for wheelchair users in library • Investigate the accessibility of the canteen counter 	<p>Ensure height adjustable furniture is available for wheelchair users in library</p> <p>Discuss options with the new catering provider.</p>	<p>Deputy School Business Manager</p> <p>Deputy School Business Manager</p>	<p>April 2022</p> <p>April 2022</p>	<p>Adjustable furniture order and in place.</p> <p>Ongoing</p>

	<ul style="list-style-type: none"> • Provision of induction loops • Reception Counter is 74cm high with knee space underneath for visitors in wheelchairs • Light switches are wheelchair height • Adjustable heights tables for wheelchair users in classrooms and dining hall • Refuge points on 1st, 2nd and third floors • Evac Chair 					
Improve the delivery of information to pupils and visitors with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Induction loop • Pictorial or symbolic representations 	<p>Clearer signage</p> <p>More accessible welcome communication material</p>	<p>Consultation with visitors, pupils and staff and produce a proposal by April 2022 for implementation in August 2022</p>	<p>Deputy School Business Manager/SENCO</p>	<p>August 2022</p>	<p>Implementation of plan by summer 2022.</p>

Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by Jane Hargrave, Chair of Governors, on behalf of the Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Emergency Procedures