



THE JOHN FISHER SCHOOL  
FOUNDED 1929

## **Accessibility Plan Policy**



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## **1. Introduction**

- 1.1 At The John Fisher School, we have created an inclusive Catholic community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst also enjoying, achieving, and making a positive contribution to the wellbeing of the school.
- 1.2 The John Fisher School is committed to providing an environment that enables full curriculum access and which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parents'/carers' knowledge of their child's disability and its effect on their ability to carry out everyday activities. We also respect the parents'/carers' and child's right to confidentiality.
- 1.3 We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment. In all aspects of the school, the stakeholders (governors, staff, students, parents/carers and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle underpinning its policies.
- 1.4 Through a series of inter-related policies and procedural guidelines, we support disability equality in all aspects of school life for students, staff, and visitors. All new policies and protocols are carefully examined to ensure access and equality in diversity.

## **2. Equal Value Principle**

- 2.1 The John Fisher School Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- 2.2 Everyone at The John Fisher School has equal value. The policy of equality, of 'opportunity in diversity', is based on the principle of respect for the individual. The school is an integrated whole, inclusive of the students with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. It addresses each person's unique, intellectual, physical, spiritual, emotional, or social needs.
- 2.3 All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless of gender, colour, ethnic origin, nationality, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction. Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to

individual needs and rights. All school policies are founded on these basic principles, which are embodied in the school aims and values.

- 2.4 Students have full and open access to a broad and balanced curriculum and to a range of extra-curricular experiences. Detailed attention is given to the resourcing and development of an appropriate environment to meet the needs of individual students and groups within the school community. The language used in the school community, whether spoken or written, fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, sexuality, age, or ability.
- 2.5 We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.
- 2.6 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:
- He or she has a physical or mental impairment, and
  - The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 2.7 The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### 3. **Key Objectives:**

- 3.1 To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students and prospective students with a disability.

To provide a caring and friendly environment.

To provide resources that meets the needs of the individual student and supports them towards developing independence.

To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability.

#### 4. The Accessibility Plan

4.1 This plan addresses the requirements of the Equality Act 2010 and refers to individuals who are disabled (both current and prospective) in a wide sense, including those with Special Educational Needs, and with temporary or permanent physical disabilities. It also deals with access issues for disabled staff and visitors. The Accessibility Plan should be in place to:

- Increase access to the curriculum for students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students ; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4.2 The John Fisher School Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

4.3 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.” The SEN and Disability Act (2001) extended the Disability Discrimination Act (2010) to cover education. Since September 2002, the Governing Body has three key duties towards disabled students under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.

- To plan to increase access to education for disabled students, where such improvement to access has been identified.
- 4.4 Should a need for increased access be identified, then the school will produce an Accessibility Policy that identifies the action the school intends to take over a three-year period to increase access for those with a disability in three key areas. This will be published and evaluated annually. The three areas are:
- Increasing the extent to which disabled students can participate in the school curriculum.
  - Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
  - Improving the delivery of information to disabled students which is provided in writing for students who are not disabled.
- 4.5 The Disability Equality Duty (2006) requires all schools to:
- Eliminate discrimination that is unlawful under the DDA.
  - Eliminate harassment of those with a disability.
  - Promote positive attitudes towards disabled persons.
  - Encourage participation by disabled individuals.
  - Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**.
- 4.6 This duty requires schools to:
- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
  - Publish the DES/Action Plan.
  - Demonstrate they have taken the action identified to achieve outcomes.
  - Report on progress, review and revise the DES annually.
- 4.7 This Accessibility Policy and Action Plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEND and Disability Act 2001 (SENDA) and Children and Families Act 2014. It draws on the guidance set out in “Accessible Schools: Planning to increase access to school for disabled students”, issued by DfES in July 2002. At all times, the School will also be equally aware of the needs of disabled staff, parents/carers, and visitors.

## **5. Admission**

- 5.1 The John Fisher School is an inclusive and caring school. Students with an EHCP can apply for a place at The John Fisher School via the local authority SEN team. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs. We encourage any parent/carer applying in this way to provide as much current and detailed information to the school with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for students from primary schools into secondary as part of the wider transition process.

## **6. Temporary and Permanent Needs of Students**

- 6.1 The existing and emerging health needs of existing students are closely monitored and arrangements for individualised support are developed in consultation with their parents/carers and medical or other appropriate professionals. Short term mobility needs are considered, and guidance and help given as appropriate.

## **7. Staff Recruitment and the Needs of Existing Staff**

- 7.1 Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's Equality and Diversity Statement which specifically states that the Governors are equal opportunities employers and are committed to ensuring that, within the framework of the law, the school is free from unlawful or unfair discrimination on the grounds of gender (incl. gender reassignment), colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction. The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where new health needs are identified for existing staff, the appropriate staff are informed, and every effort is made to support the staff member and promote their safety and well-being. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited, and every reasonable effort will be made to ensure that disabled staff can participate fully. Short term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

## **8. Education**

- 8.1 The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students 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 students' diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of students.
- 8.2 Staff work hard to meet the needs of all students with regards to accessing the curriculum and are supported by the Senior Leadership Team in all aspects of school life. Each student is viewed as an individual, supported in their progress towards as fully an independent and achieving future, as possible.
- 8.3 This Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:
- Behaviour Management Policy
  - Curriculum Policies
  - Emergency Plan
  - Health & Safety Policy
  - School Improvement Plan
  - Special Educational Needs Policy
  - Teaching and Learning Policy
- 8.4 The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 8.5 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 8.6 The Accessibility Plan will be published on the school website.
- 8.7 The Accessibility Plan will be monitored through the Governors' Resources Committee.
- 8.8 The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- 8.9 It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed, and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.



8.10 The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Headteacher
- Special Educational Needs Co-Ordinator
- School Business Manager
- Site Manager

**9. What our Audit and assessment reveals about accessibility in the school.**

9.1 In January 2017, the school conducted a thorough audit of its current accessibility arrangements. This included revisiting training for all members of governance as well as reviewing the physical infrastructure in place and access to the curriculum. The results of the audit are contained in Appendix I.

**10. Review Date**

Policy:	Accessibility Plan
Date of latest revision:	January 2024
Version:	1
Changes made during latest revision:	Not applicable
Governors' Committee responsible:	TLS Committee
Date Approved by governors:	
Date of next review:	January 2027

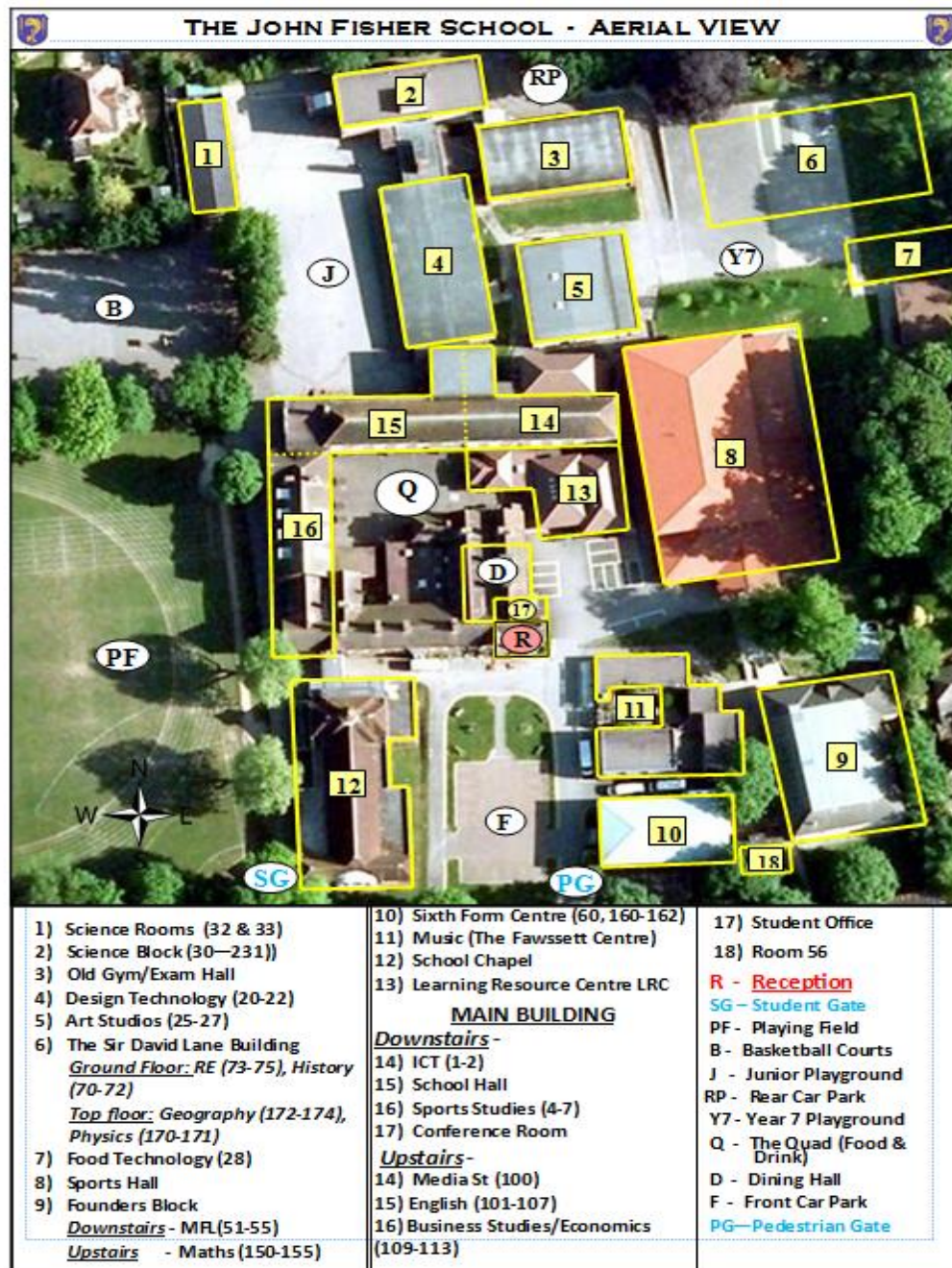


## Appendix I

No	Implementation and activities following identifying areas for development and concerns.
1	Library – LRC- now in separate flat access building
2	Library – new build flat access
3	Reception relocated downstairs and has a flat access
4	Alternative study areas on ground floor for students - In place – new library
5	Conference Room now flat access downstairs behind reception
6	Additional female staff toilets now in place on ground floor – flat access available
7	Step edges/lighting - Part of regular checks
8	First aid triage in playground and in reception
9	Nut free school
10	Geography Hut - Now demolished -Geography relocated to the Sir David Lane Building Sept 2016
11	Senior Playground - Remove matting, ensure there is at least one flat access point to Senior Playground - Completed – now flat access to senior playground – now remodelled following erection of Food Tech and Sir David Lane buildings
12	CDT - Remove wood to outside storage area - External wood store in place
13	Information - Newsletters are sent home through parent mail and available on website
14	School Profile available through Internet. No longer statutory
15	All School Policies are kept in the School office - Statutory policies are on school website
16	Wheelchair access and lift to two science laboratories in the Sir David Lane Building
17	Senior Playground - Removed matting to ensure there is at least one flat access point to Senior Playground  Flat access to Food Technology and Sir David Lane buildings



## Appendix 2 – A plan of the school buildings



### Appendix 3 – Accessibility Plan

An Access Audit was carried out by the HT and SBM in January 2017. A number of recommendations were made as follows:

Access Report Ref.	Area of concern	Activity	Timescale	Cost
1.	External Steps:	Mark steps with yellow highlighting paint in the following areas: Sir David Lane Building Fire Escape KS3/KS4 Entrances to KS3/KS4		£600 –
2.	Stairs :	Top steps of both staircases to be painted white Lights to be replaced		Included in quote above £500
3.	Wheelchair access to: Main Building Sir David Lane Building	Alternative access other than through reception		Price to be sourced
4.	Fire Exit Doors			
5.	School is aware of the access needs of disabled students.	Create access plans for disabled students as part of Learning Plan process	As required	None



Schedule 21: Action Plan A – Improving Physical Access

Ref	Area of concern	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		
2	Wheelchair access to main school building KS3/KS4	Enable wheelchair users to access KS3/KS4 playground independently	Ongoing quotes sought	Medium				
3	Disabled parking	Spaces to be provided		Medium				
4	Disabled Toilets	In place in KS3/KS4, None in KS3/KS4. Consider putting in one as part of future renovations.	Ongoing	Low				
5	Changing and Shower facilities.	PE/Sports Block						



Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Area of concern	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND students.	Summer Term 2017	High	SLT release costs			
2	Interventions	SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups and within the Learning Support department.	Summer Term 2017	High	Resourcing costs of identified areas to develop			
3	Classrooms are organised to promote the participation and independence of all students.	SENCO to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all students in lessons.	Summer Term 2017	High	Possible resource implications where gaps are identified			



4	Staff training in the production, implementation and review of Provision maps and IEPs and monitoring systems.	Assistant Headteacher for Inclusion to deliver staff training to teaching staff.	Ongoing	High	Not applicable			
5	Staff training in supporting students with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	SENCO and Specialists to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary.	Autumn and Spring Term 2017/18	High	CPD for SENCO and External specialist costs			