



Standards and Regulations

National Minimum Standards	
Keeping Children Safe in Education	
Mission Statement in Action	

Introduction

This plan identifies how St John's Catholic School for the Deaf meets the needs of disabled pupils in response to the Equality Act 2010.

The accessibility plan will be reviewed every 3 years, or where operational needs dictate. The plan will be approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, and individual or the Head teacher. At St John's the plan will be monitored by the Head teacher and evaluated by the Premises, Health & Safety committee. The current plan will be appended to this document.

School Aims

St John's is:

- a community where our values reflect the ideals of the life and teachings of Christ;
- an environment where every voice is heard and celebrated;
- an excellent school, open to change and future challenges.

We are a Catholic school whose mission is to recognise and develop the entire potential of every person. Our school welcomes young people and their families of all faiths and of none.

Throughout their education, we encourage our students to investigate and reflect spiritually and ethically on the demands of daily life, and to learn that relationships are built on respect, forgiveness and reconciliation. We encourage leadership through service in all our young people. It is of great importance to us that we educate our students to value education not just for what it brings to them, but for how it can help them contribute more fully to the communities in which they live, and enable them to take their place as responsible, confident young adults in the 21st century.

Our aim is to meet all pupils' individual needs by removing barriers to participation and learning to enable them to maximise their potential.

The Accessibility Plan

The plan below sets out our current position and the proposals of the Governing Body of the school to increase access to education for disabled pupils in the following ways:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education, residential care (where applicable), and associated services

- Improving the delivery of information to disabled pupils and to parents, some of whom may not have English as their primary language

Current Position

St John's Catholic School for the Deaf has been in its current location since 1875. Teaching and residential areas are housed in the same building. In some areas the building is two stories high, although the second floor is used for storage only at present. Although the oldest part of the building is around 150 years old, later additions have been made, the latest of which was a new drama suite built in 2011/12.

All of the teaching takes place in ground floor classrooms. There are a number of changes in level across the ground floor with small flights of stairs. These have been made accessible to disabled people by means of ramps or stair lifts. There is currently one area which has stairs but no alternative means of inside access. At present all students using this area (Sixth form) are able to access this using the stairs.

All classrooms and communal residential areas have acoustic cladding on the walls to optimise the acoustic environment. Where possible all areas are carpeted to reduce the reverberation of soundwaves. Classrooms are fitted with sound field amplification technology.

There is a toilet with access for disabled people on the main teaching corridor. This room is equipped with a hoist. There is a toilet equipped with a changing table and shower for pupils requiring intimate and personal care.

The residential accommodation is on the first floor. This is accessed by stairs. There is a stair lift installed in the sixth form area.

There are 2 disabled parking spaces at the front of the building. There are a number of external doors which have disabled ramps to assist entry for those with physical impairments.

Outside the school there are playgrounds (tarmac) and playing fields. There is a multisport cage which is accessible to pupils who use wheelchairs. There is a sensory garden designed specifically for pupils with multisensory impairments.

Current Range of Known Disabilities

Pupils at St John's have a hearing impairment, and many have additional special needs such as visual and physical impairments, dyslexia, dyspraxia, autism, ADHD and Downs Syndrome. One pupil uses an electric wheelchair. Some pupils have complex medical needs. Some of our parents/carers and staff are hearing impaired.

Action Plan

1. To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school and college community for pupils with a disability, medical condition or other access need.

Target	Strategies	Timescale	Responsibility	Success Criteria
To ensure that new pupils have the tailored support needed to succeed	All prospective pupils undergo a thorough pre-entry assessment which will inform their placement	Ongoing	AB/ CB / DP / MD	Provision in place when new pupils start
To establish and maintain close liaison with parents and carers	Regular feedback to parents / carers, using the most appropriate means of communication	Ongoing	Teaching / SaLT / Care Team	Robust collaborative working achieved with all parents.
To ensure that the curriculum continues to meet the needs of all pupils.	All pupils follow personalised curriculum programmes, agreed in discussion by senior staff and parents and including, where appropriate, the pupil themselves.	Ongoing	CB	Termly progress reviews indicate good or better progress in all areas, and review of action points reveals success of interventions.
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel	Ongoing	SLT / KA	Clear collaborative working approaches through regular meetings, risk assessment reviews and action planning
To include pupils with additional needs, medical condition or other access needs as fully as possible in the wider curriculum, including trips and residential visits.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Sharing relevant information with all staff. Providing additional resources where necessary	Ongoing	SLT	Evidence that appropriate considerations and reasonable adjustments have been made

2. To improve the physical environment of the school to the extent to which pupils with a disability, medical condition or other access need can access education, residential care and associated services

Target	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical school and residential environment	The school will take account of the needs of the pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, improved acoustic environment, clear signage and more accessible facilities and fittings	Ongoing	SLT / Maintenance Team	Evidence that appropriate considerations have been made wherever physical school improvements are carried out
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying and implementing training needs. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT / staff	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

3. To improve the delivery of information to pupils, staff, parents / carers and other members of the school community

Target	Strategies	Timescale	Responsibility	Success Criteria
To enable improved access to information for pupils, parents and visitors	Create and offer information in different formats, including BSL, Makaton, and	Ongoing	SLT / Teachers / LSAs and LMs / Care / Admin	Evidence that appropriate considerations and

	<p>providing information in languages other than English. Use large font and easy read texts where appropriate. Access arrangements are considered and put into place for statutory testing.</p>			reasonable adjustments have been made
<p>Ensure that reasonable adjustments are made for parents / carers with a disability, medical condition or other access need so that they can fully support their child's education</p>	<p>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible. This may include BSL or other language interpreters.</p>	Ongoing	All	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education

Date of last review	Date for next review	Reviewed by	Governing Body / SLT Approval
October 2018	October 2021	C Taylor	November 2018