

# **The Federation of St John's and St Paul's Whitechapel CE Primary Schools**

## **ACCESSIBILITY PLAN**

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

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils, staff, parents and visitors with disabilities.

### **Our Aims**

Across the federation we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for **all** pupils without discrimination of any kind.

We will work with everyone within the community to create a secure, safe and stimulating environment where children are motivated to learn together and where every member of our community is respected and valued.

By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively; now and in the future.

### **Legislation and guidance**

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 nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Rationale**

In order for all of our children to be the very best they can be we need to ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. It is our duty, by law, to promote disability equality.

In 2005, the DDA brought in a duty on all public authorities to promote disability equality; this includes schools and local authorities. At St John's and St Paul's schools, we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

These duties apply to disabled pupils, disabled staff and disabled people who use services provided by our school. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

### **Action Plan**

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Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed. The future planned action work will be led by the SENCO and head teachers and overseen by the standards committee. Evaluation of the progress of the plan will be made by the governing body through an annual report by the standards committee. The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work across the Federation of St John's and St Paul's Whitechapel CE Primary Schools.

**The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:**

- The Federation Equalities Information and Equalities Objectives
- The Federation SEN Policy and SEND Information Report
- The Curriculum Statement
- Behaviour Policy
- School Improvement Plan
- Health & Safety (including off-site safety)

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 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 three-year plan period in order to inform the development of the new plan for the following period.

Information about our Accessibility Plan will be published on the school website and will be monitored through the governing body every three years.

File name	Federation Accessibility Plan 2020.docx
Date of latest revision	September 2020
Date Ratified by Governors	1 <sup>st</sup> October 2020
Date of Review	Autumn 2023

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<b>Improving the Physical Access</b>				
<b>Priority</b>	<b>Action Required</b>	<b>Resources req'd</b>	<b>Monitoring Lead</b>	<b>Success Criteria</b>
Consulting with parents/ carers to find their views on ease of access	Survey and consultation with parents and carers – to be repeated for each new cohort	Time	EHT/ HoS/ SENCo Parent Liaison Staff	Clear view on the accessibility of the school for parents/ carers and views on improvements
Establish whether the school can provide disabled parking on request (St John's only).	Identification of a parking area in school	Space/ finance	EHT/ HoS Premises manager	Disability parking needs met.
Liaise with the LA/ LDBS to work towards resolving the kerb/ entrance situation (St Paul's only).	Contact the LA to establish if kerbs can be lowered at the main entrance and in the gate area used to access the street and EYFS building	Finance	EHT/ HoS/ SENCo	Access to EYU and main entrance is secured for all.
Work towards an accessible space for adults	St John's - Community room in new building is accessible via the lift and disabled toilet on ground floor. Staff should book this room if they need to meet with any disabled parents/carers.  St Paul's – Parents' room not currently accessible. Decide strategy, new space or provide access to current space.	Finance/ allocation of space	EHT/ HoS/ SENCo Parent Liaison Staff Premises manager	Adults with access difficulties are able to engage with the school and staff
<b>Improving Access to Employees with Disabilities</b>				
<b>Priority</b>	<b>Action Required</b>	<b>Resources</b>	<b>Monitoring Lead</b>	<b>Success Criteria</b>
Ensuring that the recruitment process is open to all	Ensure recruitment policy considers all appropriately qualified people who have a disability and does not discriminate intentionally or unintentionally	SLT HR advice	EHT/ HoS/ FBM	Recruitment is open to all appropriate applicants
Identifying staff who have disabilities and meet their needs	During the recruitment process  Encouraging staff to acknowledge their needs  Follow up with Occupational Health as required	SLT HR advice	EHT/ HoS/ FBM	Disabled staff are identified and school supports them.
<b>Improving the Curriculum Access</b>				
<b>Priority</b>	<b>Action Required</b>	<b>Resources</b>	<b>Monitoring Lead</b>	<b>Success Criteria</b>
Training for Awareness Raising of Disability Issues	Audit of staff training needs	Time	EHT/ HoS/ SENCo	All teachers are able to more fully meet the requirements of disabled children's needs with regards to

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	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Funding for training needs as identified		accessing the curriculum – Inclusion checklist Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.
All lessons are appropriately resourced and differentiated to meet the needs of the pupils	Staff are supported to ensure they meet children's needs – feedback from observations etc. Revisit differentiation with a different focus on key groups throughout the school year	Staff meetings	EHT/ HoS/ SENCo	All children are appropriately scaffolded and challenged. All children can access the National Curriculum and make at least national expectations for progress
Utilise technology to improve access,	Allocate laptops and headphones and install software so that children with literacy difficulties can dictate their writing and have text read aloud.	IT equipment. Technician advice	EHT/ HoS/ SENCo	All children can access the National Curriculum.
Classrooms are optimally organised to promote the participation and independence of all pupils	Preferred layout of furniture and equipment to support the learning process in class rooms Resources to support learning etc. are clearly labelled and accessible for children/adults	Time- staff to check for compliance. Resources for children as required	EHT/ HoS/ SENCo	Lessons start on time without need to make adjustments to accommodate the needs of individual pupils Pupils can access the whiteboard/hear clearly/move around the room/have access to adult support and learning is evident
Out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Time, Finance (extra adult support may be required)	EHT/ HoS/ SENCo Parent Liaison Staff	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements