



John Henry Newman Academy Accessibility Plan (JHN.SP.001)

2017 – 2020

At John Henry Newman Academy our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school community is important and included – pupils, parents/carers, staff and visitors. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. At John Henry Newman Academy we aim to be many working as one, striving for the best. We are a safe school, committed to improving children's confidence and self-esteem. We believe that safe and happy children achieve.

Purpose of Plan

This Accessibility Plan is designed to ensure that John Henry Newman Academy complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the Governing Body took account of the school's public sector equality duty set out in the Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>).

This Plan is made available on the school's website and is also available in large print. Other formats may be available upon request. A cost may be incurred.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives

John Henry Newman Academy is committed to providing an environment that enables full curriculum access for all pupils and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school recognises and values parent's/carer's knowledge of their child's disability through Individual Support Plans, Early Help Records, Education Health and Care Plan meetings and its effect on their ability to carry out everyday activities. We respect the parent's and child's right to confidentiality.

John Henry Newman Academy's Accessibility Plan shows how access is to be effectively managed and – if appropriate - improved for disabled pupils with disabilities, parents, staff and visitors to the school with disabilities within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairment. This includes expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; 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 pupils 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 pupils, staff, parents and visitors with disabilities; include hand-outs, timetables, textbooks and information about the school and school events; the information may be available in various preferred formats within a reasonable timeframe.

Whole school training recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- School Improvement Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy
- Health & Safety and Wellbeing Policy
- Child Protection and Safeguarding Policy
- Staff Code of Conduct

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.

Aims and objectives

Our aims are to:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils**

The table below sets out how the school will achieve these aims.

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	<ul style="list-style-type: none"> • A broad and balanced curriculum is offered to all • The curriculum is differentiated so that all children can access the curriculum at their ability • All Interactive whiteboards have to have a coloured (not white) background which reduces eye-strain & supports pupils with dyslexic tendencies • Coloured overlays/books are given to children who show that their learning is enhanced • Pupil Profiles are completed termly which provides staff with any concerns about a child including medical, SEND, etc. This ensures the profile of pupil groups remains high • Specialist resources are used as required. Pupils can use laptops, writing slopes, foot-rests, coloured over-lays 	<p>.</p>				

	<ul style="list-style-type: none"> • We carefully consider booking any school visit. Parents are invited to accompany specific children on school visits if appropriate • In the office there is a medical noticeboard which highlights pupils' particular needs • Personal Evacuation Emergency Plans are in place for all relevant pupils, staff & visitors • Specialist programmes are in place for children with additional needs • There is ongoing staff training programme so that all staff are kept aware of any new developments in accessibility or changes to practice • There are termly SEND updates in staff and support staff meetings to keep all staff informed of good practice 					
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The school is ground floor only. Newman building has a permanent ramp leading to it as well as handrails. • In the Hall at lunchtimes there are tables of varied heights which can be accessed by pupils, parents and staff as well as visitors. • The recent changes to the Main School entrance has made the signing in process more accessible. • Classrooms & corridors are well organised, tidy & accessible. 	<p>Short Term: To improve access for visually impaired pupils</p> <p>To improve access for pupils, parents/carers and visitors with disabilities.</p>	<p>To maintain the nosing (edge) of steps is marked e.g. contrasting colour. It is good practice to have either contrasting tape or yellow paint on the edge of each step or stair. Outside on stone steps weatherproof paint is available for this purpose.</p> <p>To have a notice next to the front door informing pupils, parents/carers and visitors with</p>			<p>Pupils can safely access areas where steps are used.</p> <p>Pupils/visitors/parents & carers can gain access to the School</p>

		<p>John Henry Newman Academy is committed to being a fully inclusive environment. We commit to proactively considering adjustments which can be reasonably made to the physical and learning environment in response any new or ongoing needs of member of staff, pupils, parents and visitors.</p>	<p>disabilities that if they require assistance they can telephone the school office.</p>			<p>Pupils and adults to gain access the school building</p>
<p>Improve the delivery of written information to pupils, parents and visitors</p>	<ul style="list-style-type: none"> • Our SENDCO works extensively with teachers, TAs and parents via EHR or through EHCP/statement reviews • Children with dyslexic tendencies have their work printed on suitable coloured paper e.g. buff/green/purple • Children who are visual impaired have their work enlarged so they can access the task • All classrooms have visual timetables which provides information for pupils and staff. • Our school website signposts parents to SEND support network • Our SENDCO writes a newsletter for parents with SEND children. This provides signposts for extra information. 	<p><u>Short Term:</u> To improve access for visually impaired pupils</p> <p><u>Medium Term:</u> To increase communication between the school and SEND children’s parents.</p>	<p>To enlarge resources and work sheets to A3 to help with easier reading.</p> <p>To establish the frequency and implement the distribution of a newsletter.</p>			

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All our classrooms are on the ground floor. There are 6 classrooms within the main building (Bloxham). There are a further 8 classrooms in the Newman building. These are all accessible via ramps. The school field is accessible.			
Corridor access	The corridors in the main building are all on the ground floor. They are carpeted. Fire doors do not open automatically. They all have to be pushed/pulled open.			
Lifts	There are no lifts.			
Parking bays	Parking bays are marked in the school car park.	No disabled parking bays have been allocated in the school carpark – the bay near the front entrance will be marked up as disabled parking.	SR	Feb 2018
Entrances	All entrances to the school are accessible.			
Ramps	A ramp is situated leading to the Newman building. This is permanent.			
Toilets	There is an accessible toilet in the main building opposite the school office. This is accessible by all staff and children, as well as parents/carers & visitors.	Newman building does not have an accessible toilet. Look at options within the Staff Toilet area to place one.	SR	Feb 2018 for survey.
Reception area	There are signs and information which helps parents and visitors with access to the school.	To ensure there is a sign at the main entrance of the school so that if accessibility support is needed, school staff can offer aid.	SR	Dec 2017

Internal signage	All doors are labelled with the class name.	To improve signage on the doors so it is easily visible.	HB	Dec 2017
Emergency escape routes	All escape routes lead to the playground. They are all accessible for all pupils and staff. If a site evacuation is required, we have emergency plans in place where we will move to the local church. The route to the church is accessible.			

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____