



# John Spence Community High School Accessibility Plan

Delegated to	Full Governing Body
Last reviewed	2022
To be reviewed	2025

# **Accessibility Plan 2022**

Date of next review: 2025

## **1. Aims of the Plan**

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows; ○ Eliminate unlawful discrimination, harassment and victimization; ○ Advance equality of opportunity between different groups; and ○ Foster good relations between different groups.

## **2. Introduction**

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE.

## **3. Definition of Disability**

Disability is defined by the Equality Act 2010 as: "A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

## **4. Key Objective**

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## **5. Principles**

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;
2. The school recognises its duties under the Equality Act (as amended by the SENDA):
  - Eliminate unlawful discrimination, harassment and victimization; □ Advance equality of opportunity between different groups; and □ Foster good relations between different groups.
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.

4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils ) of the Equality Act also requires schools to;
  - Increase the extent to which disabled pupils can participate in school curriculum
  - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
  - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils 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 pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.

## **6. About our School**

John Spence Community High School's new building was opened in October 2016. Our accessibility requirements have been managed by LA/EFA. The layout of the school has been designed to promote access for all. The main school site can be accessed by a ramp that leads from the car park to the main school entrance. There are wide corridors throughout the main building, with stairwells having disabled refuge points, evacuation chairs and emergency disabled refuge phones in case of fire/emergency evacuation. There are disabled toilets/facilities located throughout the building, all fitted with emergency alarms that are linked up to the main reception switchboard. Main entrance / exit doors have push button access to aid ease of access. Hearing loops are present in the main reception. Although the teaching areas are spread over two floors, there is a lift that is suitable for wheelchair users/people with mobility difficulties.

## **7. Activity**

For targets see Appendix 1. As this is a new school building, it has been built to a specification to promote access for all, and as such there are no actions for premises adjustments required at present. Future actions will be accounted for in the School's Single Equality Scheme Action Plan.

## **8. Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- SEN policy
- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance

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- Equality & Diversity Guidance for schools
  - Guidance on Publishing of Equality Data for Schools □ Curriculum policies

Appendix 2

**ACTION PLAN**

<b>John Spence Community High School 2022-2025</b>					
<b>Short Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
	To screen all Years 7, 8 and 9 reading ability to inform identification and support strategies including assessment for exam access arrangements,	Access literacy tests. Literacy programmes. Assessments for exam Access Arrangements.	Access tests used with Years 7 , 8 and end of Year 9. Literacy support identified. Individual assessments for identified Year 9 students for Exam Access Arrangements.	On going	Students requiring additional support are identified and supported. Exam Access Arrangements are put in place to support students with SEND.
	Further develop the use of student voice to inform development of the Accessibility Plan.	Greater use of student voice interviews. Student surveys.	Student views inform planning and review. Any concerns arising from discussions and surveys to be addressed.	On going	Student voice is included in monitoring and forward planning.
	Information made available to parents/carers and students using JSCHS website in addition to written form.	The development of parent/carer and student information including coursework, homework, resources. Relevant communications posted by curriculum staff.	Adults are able to access information. Students are able to access coursework, homework and resources at home. Staff are able to post information and resources for students and/or parents/carers.	On going	Adults and students can access relevant information on line and at home using IT accessibility as required.

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	Liaise with specialist agencies to ensure that strategies are used to support emotional wellbeing and teaching and learning are appropriate and updated as required.	Pastoral meetings. SEN review meetings. Agency assessment and liaison as appropriate. Strategies given by specialists and implemented by staff.	Identified students are supported using personalised strategies and able to access relevant resources as required. All students are included whether within an	On going	Appropriate support strategies are identified and implemented. There will be increased opportunities for students to be included in learning activities. Relevant monitoring will take
		Transition information disseminated to staff.	educational setting or in an alternative setting, with advice.		place and adjustments made as appropriate.

<b>John Spence Community High School 2022-2025</b>					
<b>Medium Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
	To enhance the provision of specialist equipment. Eg computers, keyboards, laptops, tablets, voice recorders, spellcheckers etc. Adjustable height chairs and specialist equipment will be available for students with disabilities.	Inclusion department to update stock. Departments to be encouraged to purchase appropriate resources and look to increase IT opportunities within subjects for students requiring scribes and readers for exams. Relevant catalogues made available to subject departments.	A higher number of students will be able to access equipment that is available in school or able to be accessed through specialist support teams.	On going	Specialist equipment will be on site to use as and when needed. There will be enhanced access to the curriculum and increased opportunities to present alternative ways of recording work. Exam Access Arrangements will be put in place and put into practice.

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	Specialist training for SEND staff to enhance departmental and school expertise on up-to-date strategies to be used across a range of disabilities relating to SMEH (Social, Mental and Emotional Health ).	To access LA courses and to identify any other training relevant to SEN staff. Link with pastoral staff and tap in to their expertise. For staff to disseminate good practice to current staff and all new staff joining the school. Advice and training from specialist outside agencies.	An increased awareness of CPD opportunities. An increased awareness of strategies available to staff. Pastoral input used much more to support CPD, including whole school training.	On going	There will be a more coordinated provision between the pastoral system and the SEN department. Effective strategies will be put in place to support students in the new category.
	To take account of students and adults with disabilities when organising events and trips.	Forward planning to include accurate SEND and medical information including use of interpreters, adult support, mobility issues when using/hiring buses, toileting facilities etc.	Risk assessments undertaken and practical arrangements made where possible to enable safe participation in events.	On going	Students and adults are able to access events safely. A range of opportunities will be developed through positive planning and risk assessments.
<b>John Spence Community High School 2022-2025</b>					
<b>Long Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
	To maintain visual differentiation in areas of risk	Staff to risk assess lessons and learning environments.	For an assessment to be carried out annually and for maintenance work to be completed as identified.	2022-2025	Safety adjustments in place enabling safe access and mobility.

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<p>To maintain physical access in and around the building</p>	<p>To maintain the disabled parking spaces and ramp access points within school.</p>	<p>All access points to be maintained and used to enhance physical access to the building.</p>	<p>2022-2025</p>	<p>Safer mobility around the school site and within classrooms.</p>
<p>To encourage positive attitudes through developing inclusion in activities- positive visual images and visible role models.</p>	<p>Visual displays for diversity including student achievement. Planning for participation in activities with regards to inclusion and health and safety. Eg Work experience, college visits, LA events.</p>	<p>Accessibility to be taken into account when planning activities. Enhanced opportunities for students. Achievements celebrated.</p>	<p>2022-2025</p>	<p>Positive attitudes promoted.</p>