



St John's Marlborough ACCESSIBILITY PLAN 2022-2025

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| Date of approval | April 2022 |
| Approved by | Senior Leadership Team |
| Owner | B Jones, School Business Manager |
| Review date | April 2025 |



As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments in order to increase access for disabled pupils to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

Objectives

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Local Authority, pupils, parents, staff and trustees of Excalibur and covers the period from 2022 to 2025. This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. 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 non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

At St John's we do not discriminate against a pupil in the way we provide education for the pupil (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three-year period, which will be constantly monitored ahead of the review date.

At St John's, we are committed to developing a culture of inclusion, support and awareness within the school.



The Accessibility Plan shows how access is provided for disabled pupils, staff and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-

- Increase access to the curriculum for pupils with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that pupils with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum such as participation in school clubs, cultural activities and school trips.
- The provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment
- Provide delivery of written information to pupils, staff, parents and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy

Aims

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

Current good practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

Physical Environment

The Academy has in place full disabled access to all its facilities and has ensured that such access has been maintained in its most recent development of additional teaching spaces. Full access is also in place to all external parts of the Academy's site. The Academy has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users. As has been best practice in the past, the Academy will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require for example but not exclusive to additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe/access arrangement. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.



Information

The Academy will look to put in place Triple-A level conformance to its web content accessibility which ensures the Web content for the Academy will be more accessible to users with disabilities as well as being of benefit to all users. The Academy will make itself aware of local services, including those available through the LA, for providing information in alternative formats when required or requested.

Access Audit

St John's is extremely well provided for in terms of enabling accessibility of provision for all students, staff and visitors to the Academy, although the school will continually strive to ensure this is both prioritised and taken into account when considering future developments.

It is acknowledged that there will be a need for ongoing awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.

Current Provision

| Accessibility Action | Location | Accessibility Outcome |
|---|---|---|
| Single level links between main building blocks / 1:20 gradients max where this is not possible / covered walkways link main buildings | Throughout site. | School is built on 4 levels. These actions enable all users to access all locations regardless of mobility disability. Covered walkways ensure weather protection where pace is impaired |
| 1x Passenger Lift 2x Wheelchair accessible platform lifts | <ul style="list-style-type: none"> • Main Atrium • One each to access Level 0 in buildings at northern and southern ends of school | Wheelchair access available to all parts of school |
| Theatre, Sports Hall, Dance Studio, Meeting Rooms in central area | Off Atrium | Important school spaces also used by the community located where level access is available. |
| 'Part M' compliant wheelchair accessible WCs in various locations / pull cord alarms in all wheelchair accessible WCs | Ambulant toilet cubicles: <ul style="list-style-type: none"> • 1x Atrium • 1x Community Rm • 3 x Sports Halls • 3x in each cubicle block. Levels 1,2, 3. Unisex wheelchair accessible: <ul style="list-style-type: none"> • 1x level 1 walkway • 1x level 2 walkway | WC accessibility in all parts of the school to all users - not just in central location Consider left and right-handed grab rails – do we have a balance of both as different users favour different sides |
| Extensive use of natural light / bright coloured walls / wide use of glazed screens / contrasting colours on walls and textures on floors / roof lights | Throughout the buildings - corridors, classrooms, open spaces | Provide optimum conditions for visually impaired to navigate effectively |
| Hearing loop system installed | Theatre, Sports Hall, Reception | Provide optimum conditions for hearing impaired visitors to communicate effectively |



| Accessibility Action | Location | Accessibility Outcome |
|---|--|--|
| Planned Fire Escape Strategy | Throughout the buildings where access to mobility impaired staff and/or students is by lift only | <ul style="list-style-type: none"> • Emergency Refuge Points next to all main route Escape Stair routes - connected directly to main Fire Panel by speaker phone. • 2x Evac Stair Chairs located strategically for rescue from Refuge Points in case of genuine emergency. • Individual Risk Assessment and Management Plan (PEEPs) provided to all disabled (permanently or temporary) students and staff. |
| ECHP | Individual Needs identified in Admissions Process and if need can be met application supported. | Extensive SEND qualified staff are available. |
| Disabled Parking Bays | 5 x outside main front entrance | Immediate close, level access into main building. |
| Height adjustable work tops & sinks in DT / additional space in Theatre / 1:20 Ramps internal and external / wide doors and corridors | Throughout buildings | Wheelchair access assured to curriculum and facilities. |
| Physical Access | | |
| Keep corridors clear of obstructions | <ul style="list-style-type: none"> • Throughout the site • Ongoing | Ensure free flow of pedestrian traffic at all times |
| Improve wheelchair access to 6 th Form Study centre classrooms | <ul style="list-style-type: none"> • Level 1 to Level 0 • 6th Form Study centre | New access created and available from May 2022 |
| To ensure that all disabled staff needs are met. | Whole school | Parking space. Position of classroom. Extra staff in classroom. Good lighting and colour scheme for vision impaired teacher. PEEP |



| Accessibility Action | Location & Timescale | Accessibility Outcome |
|---|--|---|
| Curriculum Access | | |
| Interventions and Access Audit | AVP for Inclusion/SEND Co to audit curriculum to ensure students of all abilities can access curriculum. Provision mapping in place Whole school | Identify gaps in provision for students with specific needs and make appropriate recommendations to ensure all students where possible can access the curriculum provided. Use of outside agency support where appropriate |
| Information Access | | |
| Review documentation on website to check accessibility for parents with English as an Additional Language | Website 6 months | Ensure accessibility for parents with English as an additional language. Identify cohort affected. Website translator installed – Apr 22 |
| Availability of written material in alternative formats when specifically requested | Whole school | Information presented in variety of easy to access ways e.g. displayed on notice board, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parent sessions run for key areas e.g., phonics, new assessment. Admin & teaching staff aware of individual who may need information explaining directly or personally. |

Review Apr 2025
 B Jones
 School Business Manager