



St John's, Marlborough Accessibility Policy & Plan 2017

Introduction

This Policy and separate Plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education.

This has placed three key duties on schools, which are:-

1. not to treat disabled students less favourably for a reason related to their disability
2. to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
3. plan to increase access for disabled students

The Accessibility **POLICY**

Definition of Disability:

Disability is defined within the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objectives

: To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Academy community for students and prospective students with a disability.

: To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

The DDA specifies that an **Accessibility Plan** should make provision for:-

1. Increasing the extent to which disabled students can participate in the Academy **curriculum**
2. Improving the **physical environment** of the Academy to increase the extent to which disabled students can take advantage of education and associated services
3. Improving the **delivery of information** to disabled students, which is provided to students who are not disabled. This should take account of views expressed by the students or parents about their preferred means of communication

Principles

The Academy recognises its duty to:

- ensure that compliance with the DDA is consistent with the Academy's Equality Policy; its Equal Opportunities Policy; the operation of its SEN policy and any other Academy policy that has a focus and impact on its disabled students, staff and parents/carers
- not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled students, staff and parents/carers less favourably
- take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage
- publish an Accessibility Plan

Activity

This section outlines the main activities and facilities which the Academy already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

a) Education and related activities

The Academy already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The Academy will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

b) 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 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

c) Provision of 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.

Policy Review

This policy has been adopted by the Senior Leadership Team of St John's and is approved triennially unless a significant change requires agreement outside of this timescale. In the meantime it is reviewed as necessary by the Logistics Director and the Principal, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the SLT.

The Accessibility PLAN

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.

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

- Equality & Diversity
- Health & Safety
- Equal Opportunities
- Special Needs
- Behaviour Management
- Equal Opportunities in Employment
- Child Protection (Safeguarding)
- Bullying

The Action Plan for physical accessibility may include works that the Academy is unable to undertake during the life of this first Accessibility Plan through funding caution and/or identification of other Academy funding priorities and as such some items may roll forward into subsequent plans. At all times where fully desired works are not achievable, the Academy will look to make reasonable adjustments short of the full works if this is deemed possible.

Existing Provision

Appendix A, "Access Statement" produced by Reformat, Architects of the new St John's, provides a detailed description of the design elements included to enable access for all. In summary however, some of the key features are:

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	1.Main Atrium 2.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: -2x Atrium -1x Community Rm -2x Sports Hall -3x in each cubicle block Levels 1,2, 3. Unisex wheelchair accessible: -1x Atrium -1x Community Rm -2x Sports hall -1x level 1 walkway -1x level 2 walkway	WC accessibility in all parts of the school to all users- not just in central location
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
Planned Fire Escape Strategy	Throughout the buildings where access to mobility impaired staff and/or students is by lift only	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 provided to all disabled (permanently or temporary) students and staff.
ECHP or Statement of Special Education Need included in Admissions Policy	See Admissions Policy	Extensive SEN/AEN qualified staff are available.
Disabled Parking Bays	5x 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.

Action Plan:

Accessibility Action	Location & Timescale	Accessibility Outcome
Physical Access		
Keep corridors clear of obstructions	-Throughout the site -Ongoing	Ensure free flow of pedestrian traffic at all times
Improve wheelchair access to 6 th Form Study centre classrooms	-Level 1 to Level 0- 6 th Form Study centre -24 months	Installation of appropriate drop kerb, regrading access path and tarmacking external path will enable wheelchair access to Level 0 classrooms
Improve wheelchair access to school site from Pedestrian Entrance	-Yellow lined area of rear access road -12 months	Installation of appropriate drop kerb at rear entrance on far side of vehicle barrier will enable wheelchair access to the site from the housing estate at the rear of the school
Level eroded ground on edge of blockwork paving near Northern entrance to Atrium	-Unpaved areas to side of and between block-paved pathways -24 months	Ensure level (or 1:20 max. gradient) surfacing is in all areas likely to be used by students/staff/visitors with mobility or sight disability
To ensure that all disabled staff needs are met.	-Whole school	Parking space. Position of classroom. Extra staff in class room. Good lighting and colour scheme for vision impaired teacher. PEEP
Curriculum Access		
Interventions and Access Audit	-AHT for Inclusion/Senco to audit curriculum to ensure students of all abilities are able to access curriculum. Provision mapping to be considered. -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.
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. May need to identify cohort affected. Install website translator?
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.

		<p>Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents sessions run for key areas e.g. phonics, new assessment.</p> <p>Admin & teaching staff aware of individual who may need information explaining directly or personally.</p>
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