

St John Fisher Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



Accessibility Plan

Policy Date: 6/5/25			
Policy Review Date:	6/5/28	Anthony Gallagher	
Ratified by Governing Body:		Helen Ladkin	

Accessibility Plan

Introduction:

Schools are required under the Equality Act 2010 to have an accessibility plan. This plan identifies the ongoing actions of the Governing Body of St John Fisher's Catholic Voluntary Academy to increase access to education for disabled pupils in the following three areas;

- 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

As a Catholic School, we at St. John Fisher are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, emotional and cultural needs. We look to the life and teachings of Jesus Christ as a model for the life of our school. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

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, the

complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

Legislation and Guidance:

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Accessibility Plan

The action plan below sets out the aims of St John Fisher's accessibility plan.

Objective	Current good practice	Actions to be taken	Timescale	Success criteria
Increase the extent to which disabled pupils can participate in the curriculum	A differentiated curriculum to enable all pupils to feel secure and make progress.	In place	On-going	All pupils access and participate in all curriculum subjects. All staff in school are aware of the needs of all pupils and participate in regular training when required. SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that the needs of pupils with disabilities are being met. Continuously monitored to ensure any new needs arising are met
	Established procedures for the identification and support of pupils with Special Educational Needs including liaison with external agencies; See Special Educational Needs Policy.	In place	On-going	
	Teaching Assistants deployed to cover a range of curriculum needs e.g., speech and language, medical and physical needs, literacy and numeracy, sign language.	In place	On-going	
	Curriculum progress is tracked for all pupils including those with a disability.	Termly progress meetings.	On-going	
	Resources are adapted to reflect the needs of the pupils and may include specialist equipment such as laptops.	In place	On-going	
	Reasonable adjustments are made for pupils in order to access tests; including access to a reader or a scribe.	In place	On-going	
	Data obtained on future pupils is used to	In place	On-going	

	facilitate advanced planning, including for pupils entering the Foundation Stage and those transferring from other schools.			
	Enabling smooth transition to other settings through effective liaison, transition materials & programmes.	In place	On-going	
	Regular home/school liaison	In place	On-going	
Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided	The environment is adapted to meet the needs of pupils as required, including: - Accessible toilet and shower - Handrails - Classroom bookshelves at wheelchair accessible height - Corridor width - Padding around playground	Monthly walks Actions to be discussed at SLT	On-going	All pupils can move safely around school and access all areas. SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that the needs of pupils with disabilities are being met. Continuously monitored to ensure any new needs arising are met.
Improve the availability of accessible information to disabled pupils	Provision of information to pupils with a disability and their parents/carers through one to one and multi-agency meetings with the Headteacher / SENCO (special educational needs coordinator).	In place	On-going	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.
	The school makes good use of the skills of external agencies to support work with pupils with specific needs. Where	Staff to ensure all recommendations from external agencies are	On-going	All staff in school are aware of the needs of all pupils participate with meetings with external

	necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.	implemented		agencies when required. All staff & governors are confident that the needs of pupils with disabilities are being met.
	Our school uses a range of communication methods to ensure information is accessible. This includes: • Large print resources • Braille (if required) • Induction loops (if required) • Pictorial or symbolic representations • Laptops/speech to text program on i-pads	Staff to be trained in PECS and widget symbols Ensure communications are in a dyslexia friendly font.	Dyslexia training provided in LENT & PENTECOST term 2022.	Continuously monitored to ensure any new needs arising are met.

Monitoring Arrangements:

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with Other Policies:

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

- Health and Safety
- Equality Duty/Act
- SEND Policy
- First Aid
- Behaviour Policy