



St. John Vianney School

Steps to Independence & Education for Life

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SAINT JOHN VIANNEY R C SCHOOL

THE MISSION STATEMENT OF SAINT JOHN VIANNEY SCHOOL

At St John Vianney School we celebrate the uniqueness of every child and the God given gifts they bring each day to our learning community.

Inspired by the example of Jesus Christ we are a school where every child and young person is highly valued and encouraged to give their best.

Building on our Roman Catholic foundations we aim to foster an engaging, nurturing and safe environment, within which our children thrive and achieve their full potential.

Our St John Vianney family is dedicated to fostering independence and educating resilient, lifelong learners, who are empowered to enrich their own lives and those of others.

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Statement of intent

St John Vianney School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- **United Nations Convention on the Rights of the Child**
- **United Nations Convention on the Rights of Persons with Disabilities**
- **Human Rights Act 1998**
- **Special Educational Needs Regulations 2014**
- **Education and Inspections Act 2006**
- **Equality Act 2010**
- **Equality Act 2010 (Specific Duties) Regulations 2011**

1.2. This policy has due regard to national guidance including, but not limited to, the following:

'The Equality Act 2010 and schools', DFE (2014)

1.3. This policy will be used in conjunction with the following school policies and procedures:

- **Equality Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Admissions Policy**
- **Behaviour Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Medicine in School Policy**
- **Curriculum Statement**
- **Health and Safety Policy**
- **School Improvement Plan**

2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The **headteacher**, in conjunction with the **governing body** or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. At St John Vianney the **governing body's** Finance and Premises Committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The Finance and Premises Committee will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.6. The **SENDCo** will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.7. During a new pupil's induction at **St John Vianney School**, the **SENDCo** will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The **headteacher**, with the SENDCo are responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.9. The **headteacher**, **governing board** and **senior leadership team (SLT)** will work closely with the Diocese and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The special educational needs and disabilities coordinator (SENDCo) will work closely with the **headteacher** and **governing board** to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

- 3.11. All staff members and governors will partake in relevant whole school training on equality issues with reference to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions eg such as understanding how to administer insulin and other medications.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's **Equality Policy**, as well as the **Special Educational Needs and Disabilities Policy**.
- 4.2. The Accessibility Plan will be presented as an appendix to this document.
- 4.3. **St John Vianney School's** Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
- **To increase the extent to which pupils with disabilities can participate in the curriculum**
 - **To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer**
 - **To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.**
- 4.5. The intention is to provide annually an Accessibility Plan ahead of the next review date, which will be in May 2023.
- 4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities, where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

- 4.10. **St John Vianney School** will collaborate with the LA and the Trustees of Salford Diocese in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the **School Business Manager** and **SENDCo** every **year** and report this to the **Governing Body**.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

5. Equal opportunities

- 5.1. **St John Vianney School** strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. **St John Vianney School** is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 5.6. **St John Vianney School** will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

- 6.1. St John Vianney School will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. In the event of entry for examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

- 6.4. **St John Vianney School** will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.7. The **SENDCo** will liaise with prospective parents/carers of pupils with SEND, in order to discuss the pupil's specific needs. A transition review meeting will be held after a specified time, usually within 4-6 weeks of a pupil starting, to discuss and review the transition period. The annual review will provide the SENDCo with additional opportunities to discuss emerging needs or changes to the individual EHCP of each child, which will inform the Accessibility Plan.

7. Curriculum

- 7.1. **St John Vianney School** is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. **St John Vianney School** aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The **subject co-ordinators** for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical Education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The **class and subject teachers**, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at St John Vianney School.

- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports' and 'Triad of Impairment' information.
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.
- 7.12. A range of therapists are deployed to provide necessary interventions to support individual child needs including- Hydrotherapy, Educational Psychology support, Dramatherapy, Occupational Therapy and Physiotherapy

8. Physical environment

- 8.1. **St John Vianney School** is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are some parts of **St John Vianney School** to which pupils with some disabilities have limited or no access to. Adaptions to the curriculum and environmental provision ensure that no child is disadvantaged by this.
- 8.3. The school has toilet facilities suitable for people with disabilities, which where required, are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is available for access.
- 8.6. Wide doors are fitted across the school to allow for wheelchair access.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The **governing body** and **headteacher** will review the policy in collaboration with the **SENDCo's** support.
- 9.3. **Equality impact assessments** will be undertaken as and when school policies are reviewed.

St John Vianney School Accessibility Plan 2021-2022

Target/Action	Strategy	Outcome	Timeframe
To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer			
Ensure an appropriately accessible New Build School.	Review current DfE guidance and liaise with the DfE and TA team	Appropriately accessible new build SEND specific school	September 2023
Maintain current levels of site accessibility pending the new build. (D Cooper / D Goodwin)	Termly review of access around the site.	Maintained site access	Ongoing
To increase the extent to which pupils with disabilities can participate in the curriculum			
Ensure a relevant curriculum is planned for each Key Stage. (A Moloney)	Review of Curriculum, timetable and schemes of work	Robust curriculum in place to help inform progress and assessment of pupils. The curriculum will be adapted to meet the outcomes expected of the 'Curriculum intent and delivery' of the Sept 2021 Ofsted Framework.	Review Spring/Summer 2021 Implementation 2021/22 Academic year Further review at end of subsequent academic year
Alternative curriculum options available to pupils in KS4/5 to meet the needs of employability and Citizenship. (N Kanakides and S Donovan)	Further engagement with a range of external partners eg Navigator Programme and Carrington Riding School. Seek additional alternatives.	Increased engagement. Improved resilience and independence for struggling pupils.	Ongoing

To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.			
To improve the delivery of SEND specific training to Teachers and Teaching Assistants (K Nesbitt)	Continue to offer Thursday afternoon needs specific training programme for delivery to staff over 2021/22 academic year	Emerging training needs of staff planned for and addressed	Timetable Developed by July 2021 Implementation from September 2021 Reviewed annually
Signalong continues to be embedded as wider learning tool for all pupils and staff throughout school. (K Nesbitt)	2-3 weekly to be championed by Signalong team in staff briefing. Additional staff training and promotion across school	Staff actively signing to pupils. Pupils using singalong as an additional form of communication.	Ongoing
Pupil Progress information readily and easily available to parents to show progress made throughout the school year. (A Moloney)	Further develop the authentic use of assessment and progress system (SOLAR)	Parents receive regular and informative reports of progress throughout the academic year.	Assessment tracking to be undertaken when needed rather than specifically at set assessment points. SOLAR to be used to establish personalised learning targets in each subject.
Strategic approaches planned to develop enhanced parental engagement opportunities for all parents and carers. (J Griffin)	Family Liaison Officer to work with range of parent groups to establish wider engagement opportunities meeting the needs of all parents.	Plan in place and shared with all parents for forthcoming academic year.	Implement plan 2021-22 and review at end of academic year. This will take into account the challenges imposed by the pandemic in having parents in school during the last 2 academic year.
Families preferred mode of communication used to share information.	Families preferred mode of communication are asked for at the start of each academic year.	Families are contacted via their preferred mode(s) of communication. Links with families are therefore	Summer 2022

(L Hamilton)		maintained. Views and preferences are known and respected.	
Ensure parents, pupils and staff have frequent opportunities to feedback on school practice to inform developments	Surveys given annually for pupils, parents and staff J Griffin and J Cassidy	Wider stakeholders have opportunity to inform practice and school developments	Annually; Parents spring 2 Pupils autumn 1 and summer 1 Staff summer 2