St. John Vianney School

Steps to Independence & Education for Life

Document Control	
Title	**ACCESSIBILITY POLICY**
Supersedes	Accessibility Policy 2023
Author	D Cooper
Owner	D Cooper
Area of Governance	Finance & Premises
Date	May 2025
Related Documents	• 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
Circulation	All Staff, GB
Status	Ratified
View by Staff	June 2025
Date of ratification by Governors	June 2025
Review	June 2027
Distribution	SJV server, Main Office, Trust Governor Portal, Compliance Manager, Website

AUTISM ACCREDITATION

ST JOHN VIANNEY R C SCHOOL

THE MISSION STATEMENT OF
ST 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.

Contents:

Statement of intent

1. Legal framework
2. Definition
3. Roles and responsibilities
4. Accessibility Plan
5. Equal opportunities
6. Admissions
7. Curriculum
8. Physical environment
9. Monitoring and review

Appendices

a) Accessibility Plan

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.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities, to ensure that all disabled pupils and staff are able to enjoy and access all aspects of educational life in the same way as other pupils/colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils and staff who share other protected characteristics are outlined in the Equality Policy.

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**
- **The Education Act 1996**
- **The Children and Families Act 2014**
- **Equality Act 2010 (Specific Duties) Regulations 2017**
- **DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'**

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

In line with the Equality Act 2010, "**indirect discrimination**" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "**protected characteristics**" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

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.

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 approving and 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 Body** 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 Body** to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

3.11. The SENDCo will ensure they have oversight of the needs of pupils with SEND attending the school, and will advise the Headteacher in relation to those needs as appropriate.

3.12. All staff members and Governors will partake in relevant whole school training on equality issues with reference to the Equality Act 2010.

3.13. All staff members will be responsible for supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

3.14. 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 June 2027.

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), referencing their EHCP, 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. The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

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. The new school building at **St John Vianney School** is now fully accessible by staff, visitors and students alike. As we move to the fuller new site a new accessibility audit will be undertaken to inform updates to the accessibility policy.

8.3. The school has toilet and hygiene room 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 intimate care of pupils to be undertaken (eg changing of pupils when needed.

8.5. Wide doors are fitted across the school to allow for wheelchair access.

8.6. A lift is available to all pupils, staff and visitors who may require access between the ground and first floor.

9. Monitoring and review

9.1. This policy will be reviewed on a bi-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 2025-2026

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			
Maintain current levels of site accessibility pending the completion of Phase 2 of the new build (Pavilion and Playground). (D Cooper / D Goodwin)	Termly review of access around the site.	Maintained site access	Ongoing
Ensure a safe and accessible site whilst ongoing building works continue and site is restricted. (A Moloney /D Cooper)	Liaise closely with DfE and Building team to ensure access and facilities are suitable for pupils and staff.	Maintained site access on restricted site.	April 2025 to July 2026
• **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 latest Ofsted Framework.	Review Spring/Summer 2025 Implementation 2025/26 Academic year Further review at end of subsequent academic year
Expand upon the alternative curriculum options available to pupils in KS4/5 to meet the needs of employability and Citizenship. (N Kanakides and S Donovan)	As defined in the CIEG strategy planning document.	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 continue 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 2025/26 academic year (see meeting cycle CPD programme) Continue to support all CPD requests made by staff.	Emerging training needs of staff planned for and addressed	Ongoing – Reviewed annually
Pupil Progress information readily and easily available to parents to show progress made throughout the school year. (G Damant)	Further develop the authentic use of assessment and progress system (SIP targets- 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. Key information shared weekly in school newsletter	Plan in place and shared with all parents for forthcoming academic year.	Ongoing - Reviewed annually.
Ensure parents, pupils and staff have frequent opportunities to feedback on school practice to inform developments (J Griffin and J Cassidy)	Surveys given annually for pupils, parents and staff Established annual Welcome Evening, Parents evening and annual review 121 appointments	Wider stakeholders have opportunity to inform practice and school developments	Annually; Parents spring 2 Pupils autumn 1 and summer 1 Staff summer 2