



## John Ruskin School

# ACCESSIBILITY PLAN

## 2019 – 2022

Approved by <sup>1</sup>	
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<b>Position:</b>	Head Teacher
<b>Signed:</b>	
<b>Date:</b>	01/09/2019
<b>Review date<sup>2</sup>:</b>	01/10/2020

<sup>1</sup>The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

<sup>2</sup>This document should be reviewed every 3 years

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Very minor updates	September 2019

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## 1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a student because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled student, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

## **3. REASONABLE ADJUSTMENTS**

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled student does not have a statement

of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

#### **4. AIMS OF THE ACCESSIBILITY PLAN**

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled students, and how they will improve the availability of accessible information to disabled students. The LA is required to have an Access Strategy.

At John Ruskin School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled students.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (student, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

#### **5. KEY OBJECTIVES**

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.
- We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their 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.

- We are committed to providing all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to a student's diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of students.

## 6. CONTEXTUAL INFORMATION

- John Ruskin School is located in a small village with limited public transport services;
- It is a community school for students aged 11 – 16 years
- 182 students attend (June 2019);
- The school consists of two buildings, the main building being a 2 story building with lift access to the upper floor and a single storey building with 3 classrooms;
- The school is federated with Coniston Primary School (The Fells Federation) and is part of the South Lakes Federation.

## 7. DEVELOPMENT

### 7.1 The Purpose and Direction of the School's Plan: Vision and Values

Our small size allows us to know each student as an individual yet still provide big school success and huge opportunities. We aim to provide a caring, but challenging environment that pushes students to achieve the very best academic outcomes. Staff and students agreed on the following vision which runs at the core of everything we do.

Our vision is to create a school community in which you can

- Be respected
- Be resilient
- Be valued
- Be ready for your future
- BE YOU

To this end, our School:

- has high ambitions for all students, including those with disabilities and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled students have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.



## 7.2 Information from Student Data and School Audit

Current student data shows that:

- we have, as at the start of the academic year 2019/20 **24** students regarded as disabled under the terms of the DDA. These can be grouped as: Sensory impaired **02.**, physical mobility problems (including non-wheelchair users) **03**, Autistic **10**, long term medical needs **03**, Speech and Language Difficulties **03**, SpLD **10**. Some of these students regarded as disabled under the terms of the DDA may have more than one condition.
- We have a much higher proportion of students with an EHCP or SEN(D) diagnosis than like schools nationally.
- Students with SEN(D) in our school make better progress than similar students in other schools.
- The attendance of students with SEN(D) is better than that of similar students in other schools.
- **Upwards of ten** students with a range of disabilities currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities and our colleagues in feeder schools. As a result, Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.

The school identifies the following as examples of our good practice:

- Students with SEN(D) participate well in the life of the school. They are well represented on the student council, in extra curricular activities and sport.
- Students with disabilities are able to access all off site visits and events due to careful planning by staff. Visits and events are planned individually to take in to account the needs of attending students with SEN(D).
- Students with SEN(D) have access to the full curriculum and their curriculum is when required tailored to best suit their individual needs.
- Students with medical needs are well supported by school policies and practices.
- Students with physical disabilities have good access to the majority of the school site through recent investment in building accessibility such as the installation of more ramps and infrastructure such as a lift and self opening/closing doors.

The school identifies the following as areas for improvement:

- There are still areas of the school which have limited accessibility to students with disabilities. Notably the pool area and most internal/external doors that are not self opening/closing.
- School staff could still be better aware of Equalities legislation.
- School policies (such as anti-bullying, teaching and learning and time-tabling) could be more specific in their practices regarding students with SEN(D)
- The ways in which information is currently provided for disabled students and parents/carers with disabilities could be improved.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority and feeder schools so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

## 7.3 Views of those Consulted during the development of the Plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full governing body & SEND governor;
- consult staff including specifically SENDCo, SLT, heads of department, health and safety nominated staff member;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

## 8. SCOPE OF THE PLAN

### 8.1 Increasing the extent to which disabled students can participate in the school curriculum

We plan for continuing improvement of access to the curriculum for students with a disability by:

- Expanding and tailoring the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits.
- Providing of specialist **aids and equipment**, which may assist these students in accessing the curriculum.
- Continuing to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The school governors will support the head teacher and school staff in:

- Considering whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include student groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all students achieved increased levels of school success;
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- identifying student peer support mechanisms and the ways that the school has ensured students have a voice in decisions that affect them;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;

The school SENDCO, in addition to working with the governors, head teacher and school staff will:

- access or arrange appropriate training for staff as required by staff and students (identified through audit, advice from professional colleagues in other services, parents/carers and young people) in order to better understand the needs of students with a range of disabilities
- be responsible for the dissemination of this knowledge to all staff.

- Have their contribution to staff training evaluated, and where necessary improved, through the appraisal process.
- identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- consider the school response to students through the application of the SEND Code of Practice has improved student attainment and how effective communication regarding specific student needs has been achieved and is monitored;
- consider how liaison, increased communication and relationships with external agencies has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted;
- take action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- enhance the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

## **8.2 Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services**

Whilst good progress has been made in the last to years with the accessibility of the buildings at John Ruskin School we are aware that some areas of our school are not yet as accessible for students and visitors with disabilities as they could be. Therefore we propose that in consultation with the LA (where necessary and appropriate) we investigate continuous improvements to the site including, to ensure we meet the planning duty required of all schools. These improvements may include, but are not limited to:

- improved access such as as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.
- Aids to physical access including ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.
- Auditing signage around the school to ensure that is accessible to all.
- acoustic treatment
- colour schemes

In addition, we commit to ensuring that physical aids to access education can be sourced in a timely manner to meet the individual needs of our students as specified by the SEND framework. These physical aids may include items such as:

- ICT equipment
- enlarged computer screens and keyboards, concept key boards
- switches
- specialist desks and chairs
- portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Also,

- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Auditing the use of, and methods of displaying materials around the school.
- Raising awareness of font size and page layouts will support students with visual impairments.

We are aware that these adaptations are required regardless of whether the school has students or visitors with disabilities and is preparation for a situation when they do.

As part of their statutory role the Governing body will want to consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment
- Improvements of storage implications for wheelchairs and other mobility devises.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

### **8.3 Improving the delivery to disabled students of information that is provided in writing for students who are disabled**

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Governors working with the head teacher and relevant school staff (such as the SENDCO) will decide how this is to be achieved, perhaps by:

- Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other student information are selected and provided to meet a diversity of student needs.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for students/parents who have difficulties in accessing information.

### **8.4 Financial Planning and Control**

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## 9. IMPLEMENTATION

### 9.1 Management, Coordination and Implementation

Our Leadership Team will undertake a disability audit using a cross section of staff, students and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plans to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

Signs of successful implementation of the accessibility plan will include:

- completed training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- completed targeted training for particular groups of students/staff;
- collaboration through the provision of information and the sharing of good practice;
- liaison between other local schools including special schools;
- specific support/advice from outside the school, from services, other agencies and organisations;
- knowing that the school is aware of all support services that provide advice to schools and staff.

### 9.2 Monitoring

We recognise that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- questionnaires, responses from stakeholders e.g. parents, students and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for students with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for students with additional needs;
- recorded evidence that increased numbers of students with disabilities are actively participating in all areas of the school;
- recorded evidence that fewer students are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for students with disabilities;
- student responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

### 9.3 The role of the LA in increasing accessibility

Governors may wish to comment in their report to parents on the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the LA has:

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between special and mainstream schools to share expertise and student placement;
- ensured that schools are aware of support services that provide advice to schools and staff;
- provided specialist help to identify ways forward in increasing the inclusion of all students;
- linked building adaptations to refurbishment and capital building works;
- informed schools how information can be provided in a number of different formats.

#### **9.4 Accessing the School's Plan**

Students, parents and carers will be signposted to the accessibility plan.

This will be done through:

- presentation in a section on the school website open to all visitors to the site;
- mention in the head teacher's newsletter of the availability of the plan;
- open evening/parents' forum with this as a theme.

We will ensure that the plan is available in different formats where requested. These formats may include large print, braille or simplified text for those students and parents/carers who have difficulty reading.

### **10. RELATED POLICIES**

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

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy, Local Offer Response & Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedures

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<b>John Ruskin School</b>					
<b>ACCESSIBILITY PLAN 2019 – 2022</b>					
<b>IMPROVING ACCESS TO THE CURRICULUM</b>					
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>	<b>Date Complete</b>
Revised training for all staff in teaching children with a hearing impairment.	Specialist Advisory Teacher to lead training in use of transmitter and general understanding of the needs of a hearing impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Autumn 2019	Hearing impaired child is successfully included in all aspects of school life.	18/01/2019
Training for Autism Awareness	Provide training for governors, staff, students and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	Autumn 2019	Society will benefit by a more inclusive school and social environment	
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.	



**JOHN RUSKIN SCHOOL**

**ACCESSIBILITY PLAN 2019 – 2022** *(insert own 3 year timeframe)*

**IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT**

An Asset Management Plan/Access Audit was carried out by Caitrin Pursell on 01/09/2019 and a number of recommendations made:

AMP or AA Report Ref. <i>(if relevant)</i>	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
1	Disabled parking bay(s) and signs	Needed by school office for access by parents of children with disabilities and parents who have disabilities	Autumn 2020			
2	Staircases	Colour-contrasted stair nosings and handrails to both sides of staircases	Autumn 2020			
3	Student access to practical science.	<ul style="list-style-type: none"> <li>▪ Rise and fall lab desk for wheelchair access</li> <li>▪ Lower unit containing sink, gas tap and electrical sockets to support access to students in wheelchairs</li> </ul>	Summer 2022			
4	Student access to Catering.	<ul style="list-style-type: none"> <li>▪ Rise and fall work surface for wheelchair access</li> <li>▪ Lower unit containing sink, hob and electrical sockets to support access to students in wheelchairs</li> </ul>	Summer 2023			
5	Student access to the swimming pool	<ul style="list-style-type: none"> <li>• Ramp to access swimming pool facility</li> <li>• Hoist to improve accessibility of the pool.</li> </ul>	Summer 2024			