



Accessibility Statement and Plan

Policy Date: March 2017

Renewal Date: March 2019

Owner: Mrs Claire Greaves and Ms Daniela Pinger

Accessibility Statement

Vision Statement

Sir Jonathan North is an inclusive community where all students have equal access to every aspect of College life. Students have full and open access to a broad and balanced curriculum, differentiated to meet individual needs, as well as a range of extra-curricular opportunities.

The Accessibility Duty which was previously included in the Disability Discrimination Act 1995 has since been replicated in the Equality Act 2010. This duty continues to expect schools to prepare an Accessibility Plan for improving the physical accessibility to their schools.

The plan refers to individuals who are disabled, current and prospective, including those with special educational needs (SEN) and those with physical disabilities.

As defined in the Equality Act 2010, a person has a disability if—

(a) they have a physical or mental impairment, and

b) the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

The plan has been devised in accordance with the Special Educational Needs Code of Practice (2014) and aims to:

- Reduce and eliminate barriers to the curriculum to allow full participation in the school community.
- Consider disabled staff and visitors.
- Provide resources to support students to independence.
- Promote an understanding of disability throughout the school and develop awareness of the needs of students with a disability.

Our plan sets out how we will:

- i. Increase the extent to which disabled pupils are able to participate in the school curriculum;
- ii. Improve the physical environment of the school(s) for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school; and
- iii. To improve the delivery to disabled pupils of information readily accessible to pupils who are not disabled. (This must be delivered within a reasonable time and in ways that are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents).

Increasing the extent to which disabled pupils are able to participate in the school curriculum:

- Teaching and support staff receive regular training to ensure they are able to teach and support students with additional physical needs.
- Classrooms are organised to accommodate students with additional physical needs.
- A range of strategies are used by teaching staff to ensure all students are able to participate and achieve.
- A policy of inclusion means all students take part in Music, Drama and PE.
- Staff are aware of the additional efforts required by students with physical disabilities to access the curriculum and account for this in their planning.
- Creative solutions are found to ensure students with physical disabilities can take part in all aspects of PE. This includes use of specialist equipment and support staff.
- All students have access to computer technology regardless of need.
- All school visits are made accessible to student irrespective of attainment or impairment. The college closely monitors student visits and ensure participation complies with our Inclusion policy.
- Access Arrangements for external exams and internal exams, tests and mocks are in place for students with additional needs so that reasonable adjustments can be made to ensure all students can access assessments.

Improving the physical environment of the college site

- Following BSF, all aspects of the college site allow access for wheelchair users – students, parents and visitors.
- All wheelchair users can move around the site without barriers to access. Lift keys are available to ensure ease of access to each building on the college site, and to the various levels of the Dining Hall.
- All pathways of travel around the site and parking arrangements are safe, logical and well-signed. For example, a designated disabled parking bay is situated just outside the main reception.
- Non-visual guides are used to assist people to use buildings including lifts with tactile buttons.
- All areas to which students have access are well lit.
- Training has been given to staff to reduce background noise for hearing impaired students.
Furniture and equipment is selected, adjusted and located appropriately and in collaboration with relevant stakeholders, eg. students, parents, staff, physiotherapists, local authority SEND service providers.

Improving the delivery to disabled pupils of information readily accessible to pupils who are not disabled

- Information is provided in simple language, symbols, large print, on audiotape or in Braille for students, prospective students and families who may have difficulty with standard forms of printed information.
- Information is presented to groups which takes account of the needs of people with disabilities: eg. reading aloud from PowerPoints, use of microphones, large print copies.
- Staff are familiar with technology and practices developed to assist people with disabilities.

Accessibility plan
January 2017 - January 2020

Section 1: Vision Statement

Sir Jonathan North is an inclusive community where all students have equal access to every aspect of College life. Students have full and open access to a broad and balanced curriculum, differentiated to meet individual needs, as well as a range of extra-curricular opportunities.

The Accessibility Duty which was previously included in the Disability Discrimination Act 1995 has since been replicated in the Equality Act 2010. This duty continues to expect schools to prepare an Accessibility Plan for improving the physical accessibility to their schools.

The plan refers to individuals who are disabled, current and prospective, including those with special educational needs (SEN) and those with physical disabilities.

As defined in the Equality Act 2010, a person has a disability if—

- (a) they have a physical or mental impairment, and*
- b) the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.*

The plan has been devised in accordance with the Special Educational Needs Code of Practice (2014) and aims to:

- Reduce and eliminate barriers to the curriculum to allow full participation in the school community.
- Consider disabled staff and visitors.
- Provide resources to support students to independence
- Promote an understanding of disability throughout the school and develop awareness of the needs of students with a disability.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Regular training arranged.</p> <p>Epilepsy meds training – more staff from a variety of teams attended.</p>	<p>Continued dissemination of good practice for meeting the needs of SEN.</p>	<p>Keep staff updated through Key Teachers, skills sessions, Tip of the Week, workshops.</p>	<p>SENCO</p>	<p>Annually</p>	<p>Appropriate proportion of staff trained to allow full participation of students.</p>
	<p>Access arrangements in place for reader, extra time, scribe and smaller environment.</p>	<p>Improve consistency for normal way of working across other departments eg TAs/teachers reading in class assessments.</p>	<p>Share good practice through Key Teachers meetings.</p> <p>Invigilator training.</p> <p>Work with students to make effective use of reader.</p> <p>Utilise computer readers and exam pens more.</p>	<p>SENCO/ Exams Officer</p>	<p>Annually</p>	<p>Increased number of students who are eligible for using a reader.</p>

<p>Increase access to the curriculum for pupils with a disability (cont.)</p>	<p>Awareness of mental health issues.</p> <p>Mindfulness delivered through tutor time in year 7 and 8.</p> <p>Art therapy group for KS4.</p> <p>Exam anxiety workshop for year 11.</p> <p>Staff training at skills sessions (2016).</p> <p>Learning mentors.</p>	<p>Increased staff training on supporting students with mental health concerns.</p> <p>Develop staff knowledge of SEMH needs of SEN students to reduce barriers to learning in classroom.</p>	<p>Skills sessions to be delivered as follow up.</p> <p>Strategies discussed at Key Teachers to be shared through curriculum team meetings.</p>	<p>Student Support Manager/SENCO</p> <p>SENCO/CTL</p>		
	<p>Areas of good practice with regard to good differentiation in lessons and appropriately differentiated assessments</p>	<p>Assessments in all subjects appropriately differentiated to allow all students to demonstrate their ability and knowledge effectively.</p>	<p>SENCO to share good practice with CTLs and share exemplar materials.</p> <p>CTLs to have a range of accessible assessment materials.</p>	<p>SENCO/ CTL</p> <p>CTL</p>	<p>July 2018</p> <p>July 2019</p>	

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>BSF complete – access to all buildings good and allows wheelchair access.</p> <p>Specialist PE equipment to allow access to a range of sports.</p> <p>Efficient system to allow students with temporary physical mobility difficulties to use lifts around College site.</p> <p>Disabled toilets and Closimat facilities.</p>	<p>Investigate facilities in Technology and Science for necessary adaptations for disabled students.</p> <p>Develop hearing loop/system in dining room and main hall (medium term).</p> <p>Make all areas of the site accessible to hearing-impaired students, staff, parents and visitors.</p>	<p>SENCO to liaise with specialist teacher (hearing impairment) to investigate appropriate systems.</p> <p>SENCO to look at best practice in other city schools.</p>	<p>SENCO/ Specialist Teacher</p>	<p>September 2017</p> <p>July 2018</p>	

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to pupils, parents and carers</p>	<p>Use of text and email to contact parents/carers.</p> <p>Appropriate Health & Safety briefings given to disabled students and recorded demonstrations available in a variety of different languages.</p>	<p>Specialist staff (EAL Coordinator and EAL TA) deliver induction and liaise with parents effectively through a variety of languages.</p> <p>Better use of TV screens around school to disseminate information.</p> <p>Increase participation by SEN students in extra-curricular and enrichment activities.</p>	<p>Improve the variety of technologies used to enhance delivery of information to pupils in lessons including ICT, HD cameras, iPads, interactive whiteboards.</p> <p>CTL/SENCO to liaise with Digital Arts Technician.</p> <p>S4L teaching assistants to regularly check the student bulletin for opportunities to encourage greater participation by SEND students.</p>	<p>SENCO/SLT/ Teaching staff</p> <p>TAs</p>	<p>September 2018</p> <p>July 2019</p> <p>July 2018</p>	

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 – both fully functional and accessible	None	Site Manager/SENCO	NA
Corridor access	All corridors currently fully accessible	SLT considering one-way systems/staggered moving times to ease congestion	Senior Leadership Team	TBA
Lifts	3 internal 1 external	None – all currently working and serviced routinely throughout the year	Site Manager/SENCO	NA
Parking bays	3 disabled directly outside main Reception area	None	Site Manager	NA
Entrances	Site – disabled ramp from street to main reception To buildings – all buildings accessible either by lifts or ramps if required	None	Site Manager	NA
Ramps/kerbs	4 external ramps on site Kerbs under link bridge	None 2 raised kerbs – will be rectified when hard landscaping works are completed	Site Manager	Summer 2017
Toilets	M Block: Disabled toilet in visitors' area W Block – lower floor D Block – lower floor (Closimat toilet)	 Routine service annually	Site Manager	

Sir Jonathan North Community College

	H Block – lower floor L Block – upper and lower			
Reception area	Fully accessible	None	Site Manager	
Internal signage	NA	NA	NA	
Emergency escape routes	<p>Refuge Points:-</p> <p>M Block – 2</p> <p>L Block – 2</p> <p>H Block – 1</p> <ul style="list-style-type: none"> • Fire Exit signs are displayed throughout the site • Emergency lighting throughout the site • Fire wardens designated to each area 	<p>None – routinely serviced</p> <p>None – routinely serviced</p>	Site Manager	