

ACCESSIBILITY PLAN 2018-2021

(Extract from Special Educational Needs and Disability Act (SENDA) Policy)



Date of Issue:	30 September 2018
Date of Review:	30 September 2019
Responsible Person:	Estates Director and Head of Learning Development
References:	Special Educational Needs and Disability Act 2001 DfES Accessible Schools; Summary Guidance, July 2002 Children, Schools and Families Act 2010 Education Law Update, Issue 104 (October 2010) The Equality Act 2010 SEND Code of Practice: 0-25 Years September 2015 St John's School, Whole School Policies & Procedures (updated annually); Admission & Special Educational Needs (SEN)
Policy number:	17B

7. ACCESSIBILITY PLAN

The School has taken steps to improve and ensure access to the physical environment of the School. These are outlined in the tables below. Where access is restricted or unobtainable, the School will assess an individual's requirement in order to rectify the situation on a case-by-case basis, or incorporate adjustments into plans for future developments.

The School's Accessibility Plan considers the implications of a large site which is not uniformly flat, and recognises that any child with impaired mobility will face some difficulties moving around the grounds. While reasonable adjustment will always be made for individuals where possible, the site may not be suitable for children with severe impairments or disabilities at this time.

In all cases the School endeavours to provide access to the physical environment of the School and this will include physical aids, where necessary, to access education. It is not always possible to make a reasonable adjustment to the structure or facilities on a large site containing historic listed buildings. Every effort is made on an individual basis to support and accommodate any pupil for whom these issues are identified as challenging.

ACCESSIBILITY PLAN 2018-2021

PART ONE

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
MAIN BUILDING				
Front Entrance (main reception and Lower School main doors)	<ul style="list-style-type: none"> Disabled parking bay provided Call bell at main reception door. Call bell at Lower School door with remote door release. Portable ramp available. External alterations to create a level access path from teaching areas (Summer 2016). New Lower School wide door for wheelchair user. Lower School level access created to rear (2016). 	<ul style="list-style-type: none"> Accessible WC ideal but not considered feasible. Accessible WC provided in Lower School. Re-position or provide additional bell to main reception at lower level and coloured 	<ul style="list-style-type: none"> Main doors cannot be adjusted for automatic opening and assistance is required for inner doors. Listed building constrains extent of work. Conservation Officer not supportive of a ramp to main front entrance. 	
East Cloisters/Lower School rear entrance	<ul style="list-style-type: none"> Ramped access onto walkway leading to doors. Level access created for Lower School (2016) 		<ul style="list-style-type: none"> Automatic door openers not feasible due to security issues and Listed Building 	
West Basement Changing Rooms Entrance			<ul style="list-style-type: none"> Level access not feasible from Cloisters due to steps. Alternative route via West basement entrance (level). 	
West End Entrance	<ul style="list-style-type: none"> New door installed (2013) 		<ul style="list-style-type: none"> Automatic door openers not feasible due to security issues 	
East and West Houses and Lower School	<ul style="list-style-type: none"> Lift installed in West House Accessible WC and shower in Lower School. 	<ul style="list-style-type: none"> Accessible WC in East and West House. 	<ul style="list-style-type: none"> Listed building implications and lack of space. Potential ability to move a pupil with a disability to East House with utilisation of Lower School WC. 	<ul style="list-style-type: none"> Proposals being considered for master-plan project to re-plan boarding accommodation.

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
Dining Hall	<ul style="list-style-type: none"> New ramp provided from west end for access (2014) Temporary ramp into hall available from east end of building 	<ul style="list-style-type: none"> Accessible WC 	<ul style="list-style-type: none"> Lack of space and Listed building issues. 	<ul style="list-style-type: none"> Master-plan includes redevelopment of facilities as part of on-going refurbishment project.
Performing Arts Centre	<ul style="list-style-type: none"> Built in 2003 Fully accessible 			
Hamilton Classroom Block	<ul style="list-style-type: none"> 1999 new wing added includes lift and disabled WC. Connection at GF Level to Science Centre. 	<ul style="list-style-type: none"> Accessibility issue in older part of building (differing levels to rear part of building). Partly improved with the addition of the science centre and re-modelling the old science area. 	<ul style="list-style-type: none"> Chairlifts needed on stairs in older, existing building – but prone to misuse, so assistance would be required. Consideration to lift in old science area as part of ongoing refurbishment. Ability to relocate classes to new science centre to accommodate a pupil with a disability. 	
Science Centre	<ul style="list-style-type: none"> Built 2015/6. Fully accessible. 			
Henry Dawes Centre	<ul style="list-style-type: none"> Built in 2010 Fully accessible. 			
Haslewood House	<ul style="list-style-type: none"> Refurbished in 2011. New ramp to front entrance (2014) 		<ul style="list-style-type: none"> Ideally better access within the building and a separate accessible WC. However constraints imposed by Victorian building on sloping ground. Pupil with severe physical impairment could be moved to Fairfield if the need arose. 	
Chapel	<ul style="list-style-type: none"> Disabled parking bay provided 			

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
	<ul style="list-style-type: none"> • Signage to ramped access • Permanent ramp provided. 			
Sports Hall	<ul style="list-style-type: none"> • Ramped walkway • Disabled WC. 	<ul style="list-style-type: none"> • Consideration to be given to automatic doors. 		<ul style="list-style-type: none"> • To be considered as part of a site wide sports facility review.
Swimming Pool	N/A – BUILDING CLOSED DUE TO A NEW FACILITY BEING BUILT			
Old Chapel	<ul style="list-style-type: none"> • Fully refurbished in 2014 and accessible throughout (other than to balcony). 			
Lower School Day House & CCF	<ul style="list-style-type: none"> • Refurbished in 2012 and made accessible, some limitations on access remain in CCF. 		<ul style="list-style-type: none"> • Areas of the CCF which are not fully accessible could be managed if required by accommodating staff and pupils elsewhere. 	
North, Monty & Surrey (Boys' Day Houses)	<ul style="list-style-type: none"> • New front door to North and Monty (2016). 	<ul style="list-style-type: none"> • Accessibility measures required, but limited due to entrance location and internal layout. 	<ul style="list-style-type: none"> • No level access to front doors, no lift. Narrow corridors. • Listed building. Poor access to front because of multiple level changes • Male pupils with a physical impairment will be housed in Churchill 	<ul style="list-style-type: none"> • To be considered for substantial refurbishment as part of a school wide review of the house system
Churchill (Boys' Day House)	<ul style="list-style-type: none"> • Constructed 2012 • Fully accessible. 			
Gloucester (Girls' House)	<ul style="list-style-type: none"> • Newly refurbished (2013) including accessible WC. 		<ul style="list-style-type: none"> • No level access to front door or lift because of constraints imposed by Victorian Building 	

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
			<ul style="list-style-type: none"> Female pupil with a physical impairment will be housed in Fairfield. 	
Fairfield (Girls' House)	<ul style="list-style-type: none"> Constructed 2004 Fully accessible. 			
Hallaton (Girls' House) CLOSED TO PUPIL USE FROM SEPTEMBER 2018				
Health Centre	<ul style="list-style-type: none"> Permanent ramp provided (2014) Entrance area improved and made accessible 	<ul style="list-style-type: none"> Accessible bathroom 	<ul style="list-style-type: none"> Lack of space on ground floor. Single staircase situation (domestic semi-detached houses not ideally suited to current use) 	<ul style="list-style-type: none"> Suitability of this building under review and to be considered as part of the future masterplan.
Sports Areas (External)	<ul style="list-style-type: none"> Accessible paths and an accessible WC in Junior Fields. 			
General Site	<ul style="list-style-type: none"> Ramps provided to rear of Gloucester House Lighting bollards along paths. New path to frontage (West House end) (2016). 		<ul style="list-style-type: none"> Listed building and significantly sloping site 	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
ACCESS PLAN OBJECTIVES					
Short Term 1-2 Years	<ul style="list-style-type: none"> Incorporate accessibility features within proposals for new/refurbishment of building Include accessibility issues in conservation plan for the School 	<ul style="list-style-type: none"> Identify areas where adjustments may be made and incorporated Ensure requirement is included within the brief 	<ul style="list-style-type: none"> Improved facilities and access to areas stated 	<ul style="list-style-type: none"> September 2018. 	<ul style="list-style-type: none"> Improvements to access made in refurbishments (e.g. Lower School), new buildings (Science Centre) and with physical improvements to site (new path to frontage)
Medium Term 3-5 Years	<ul style="list-style-type: none"> Review plans for the physical environment Improvement to facilities in Dining Hall New accessible swimming pool and sports hall 	<ul style="list-style-type: none"> Include requirements in brief to architect and members of design team Review budget allocations for required spending 	<ul style="list-style-type: none"> Improved/accessible environment New building developments will be accessible Further improvements to facilities and access to areas of the School 	<ul style="list-style-type: none"> 2020 	<ul style="list-style-type: none"> Swimming Pool due for completion by September 2019.

PART TWO

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
TEACHING AND LEARNING OBJECTIVES					
	<ul style="list-style-type: none"> Identify INSET opportunities for teaching staff to increase awareness of disabilities and how to make the curriculum accessible Consider in detail needs of pupils with SEND in Years 7 & 8 	<ul style="list-style-type: none"> LD staff working with new, inexperienced teachers Short sessions on specific SpLD conditions for whole staff Focus on appropriate training relating to years 7 & 8 Increase LD staffing levels BCC to head SEN for Lower School. 	<ul style="list-style-type: none"> Staff awareness will be increased If needed, the School will provide information to pupils in alternative formats e.g. text to speech readers phone apps and computer readers e.g. Narrator and Adobe Acrobat Reader DC; Speech to text Dragon Dictate. PI, VI, HI and/or other as specialist advice. Evaluation of first year of Y7 provision Advertise for and secure/extend contracts to achieve additional staffing levels. 	<ul style="list-style-type: none"> INSET sessions scheduled 2018 - 2019 Increased teaching provision Sept 2017 12 months (June 2019) 	<ul style="list-style-type: none"> Situations currently are evaluated on a case by case basis, depending on the nature of a pupil's disability. The process will be documented Staff awareness improved BD contract extended to 3 days a week BCC contract 5 days a week JHM contracted for 0.4 days ICT training re SEND required for INSET re all staff Sept 2018
	<ul style="list-style-type: none"> Review SEND handbook annually 	<ul style="list-style-type: none"> Format discussed with Deputy Head (Academic) 	<ul style="list-style-type: none"> format will vary substantially from other Departmental handbooks 	<ul style="list-style-type: none"> Next reviewed by SENCO September 2019 	<ul style="list-style-type: none"> Handbook published in PDF format
	<ul style="list-style-type: none"> Review Provision Mapping systems 	<ul style="list-style-type: none"> Format discussed with Head of Pastoral and Director of Studies to use existing tracking on isams and CPOMS in the future Training required for teachers 	<ul style="list-style-type: none"> Increased accurate mapping of individual pupils'; teachers support and Departments provision re SEND 	<ul style="list-style-type: none"> June 2019 	<ul style="list-style-type: none"> LD provision mapping recorded centrally on isams for SMT availability
	<ul style="list-style-type: none"> Update the Personalised 	<ul style="list-style-type: none"> Continue to develop Pupil's perspective 	<ul style="list-style-type: none"> All pupils to complete Pupil perspective section 	<ul style="list-style-type: none"> Next review June 2019 	<ul style="list-style-type: none"> SEND target-setting in line with school system

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	Learning Profiles procedure	<ul style="list-style-type: none"> section via 1:1 interview annually Develop process re Teacher's SWOT section Revised School target process incorporated into Personalised Learner Plans (PLPs) 	<ul style="list-style-type: none"> Where relevant Teachers' recommended strategies included for individual pupils 		
	<ul style="list-style-type: none"> Maintain and develop the use of LDD Action Plans Introduce Alternative House Action plans for pupils as appropriate 	<ul style="list-style-type: none"> Document to record schedule of communication targets and outcomes for stage 3 SEN pupils Develop in line with parental and SMT consultation the schedule of communication targets and outcomes for WAVE 3 SEN pupils 	<ul style="list-style-type: none"> Already in place for Sept 2017 following pilot and parent consultation Improved clear and succinct parent friendly document 	<ul style="list-style-type: none"> By Sept 2019 	<p>6 Action Plans that were in place academic year 2017-18 were reviewed and found to have been effective.</p> <p>4 Action Plans in place for 2018-19</p>
	<ul style="list-style-type: none"> Develop Study Skills programme 	<ul style="list-style-type: none"> Materials and programme discussed with Director of Studies and Director of Pupil Learning Initiate pilot steps for all years (re 4F) 	<ul style="list-style-type: none"> Improved regular provision from targeted whole school sessions to drip feed over learning and practice via tutor groups 	<ul style="list-style-type: none"> Initial pilot September 2018 Review June 2019 	
	<ul style="list-style-type: none"> Review examination concessions process Discuss entry process for Year 7 and L6th form 	<ul style="list-style-type: none"> AA update course and changes to be discussed by LD dept. Develop proactive approach to Oxbridge and professional AAs SENCO and Admissions 	<ul style="list-style-type: none"> On- going. Links between Admissions and Learning Development Department strengthened by clerical staff working in partnership Develop liaison with JC, ADM and Alex Mogford 	<ul style="list-style-type: none"> Will be on-going as the regulations are constantly changing Review Oxbridge provisions in June 2019 re L6 Clerical assistance hours increased September 2017 	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		Registrar to review process <ul style="list-style-type: none"> Information gathering re new GDPR and application to admissions 	<ul style="list-style-type: none"> Process in line with new regulations 	<ul style="list-style-type: none"> Review transition screening process June 2018 May 2018 	
	<ul style="list-style-type: none"> Audit links with MFL 	<ul style="list-style-type: none"> Pupil assessed in consultation with Head of MFL prior to Lower Fifth entry: modified curriculum available (no MFL) Discuss staffing with Head of MFL January 2017 Develop EAL identification and provision Breakfast clubs piloted 2017-18 	<ul style="list-style-type: none"> Maintain MFL staff time allocated to Learning Development to work with specific pupils Extended Teacher expertise within LD Team teacher secured for Y11 Y4 MFL 4x weekly EAL under the umbrella of LD 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Pupils now more likely to achieve optimum grades for GCSE
Long Term 3-5 Years	<ul style="list-style-type: none"> Improve LDD accommodation 	<ul style="list-style-type: none"> Room 33 available for 2018-2019 only Refurbishment of LDD classroom required Develop ICT use within LDD 	<ul style="list-style-type: none"> Secured appropriate accommodation in the long term LDD refurbishment booked as appropriate depending on above 	<ul style="list-style-type: none"> Sept 2019 ongoing Sept 2019 ongoing 	
	<ul style="list-style-type: none"> Maintain staffing LDD levels to meet the diverse needs of the pupils 	<ul style="list-style-type: none"> Maintain current staffing levels Discuss JHM's role within the dept long term 	<ul style="list-style-type: none"> Needs and administration requirements meet JHM's role within the dept clarified 	<ul style="list-style-type: none"> Sept 2019 ongoing 	