SIR JOHN THURSBY COMMUNITY COLLEGE

Accessibility Plan

Reviewed:	March 2024
Date approved by Governors:	11th July 2024
To be reviewed:	March 2027
Person Responsible:	Assistant Headteacher Climate for learning

AMBITION
RESPECT
BELONGING

Contents

1.Introduction..... 3
2. Aims 3
3. Legislation and guidance..... 5
4. Support for students in school.....4
5 .Action plan..... 8
6. Monitoring arrangements 17
7. Links with other policies..... 17
Appendix 1: Accessibility audit 18

Introduction

Sir John Thursby Community College is an 11 – 16 Community College that strives to serve its local area to the highest standard. There are currently a wide range of Special Educational Needs and Disabilities represented within our student body. Our aim is that these students should enjoy their time in school and achieve their best possible outcomes. We ensure all students have equal access to all curriculum provision and facilities whilst keeping them safe and healthy throughout their time with us at Sir John Thursby Community College. To ensure we meet the needs of students with more complex learning or physical needs, we work in close partnership with Ridgewood Special School, which is co-located on our site. This collaboration enables us to provide tailored support, such as access to Ridgewood's Sensory Room during PE lessons for students with physical disabilities. Our commitment to inclusion is central to our ethos, and we take pride in creating an environment where every student is supported to thrive.

Definition of Disability

As defined in the Equality Act (2010)

"The act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect"

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Additionally, Equality Act (2010) Advice for Schools also provides guidance. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.
- Direct discrimination against a disabled person can no longer be defended as justified

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Visions and Values

We are committed to challenging all students to succeed whatever their abilities. As teachers we appreciate that our principal responsibility is to ensure that our students fulfill their academic potential within a well-disciplined climate of respect, care and challenge. We aim

for all our students to take part in every opportunity that is available in the school. We will use our resources to ensure that all our students have full access to the entire curriculum. Students with Special Educational Needs are given suitable additional help in line with their needs.

Our modern building is accessible for those with disabilities and equipment and facilities ensure that students with disabilities and accessibility issues are able to access all areas of the building and curriculum.

Vision and Values

AMBITION To enable social mobility and to make a difference in the lives of our students.

RESPECT To enable our young people to become confident, resilient, informed, adaptable and caring members of society.

BELONGING To be a community-centered school, where all students achieve the academic success needed for further study and employment.

OUR VALUES

• We are ambitious for our students

• We value and invest in our staff

• Our students deserve great teaching every lesson

• Strong positive relationships make a great school

• We treat each other with care, respect and kindness

• All members of our school community are known, valued and loved

• Our families play a key role in supporting our students to be successful

• We ensure our curriculum includes opportunities outside the classroom

• All of us at SJT have the capacity to improve what we do

OUR STRATEGIC PRIORITIES

“WE WILL”

1. Deliver a well-structured, knowledge-based and research-driven curriculum

2. Invest in the development of high literacy levels

3. Ensure that all students benefit from mixed-attainment teaching

4. Accurately assess to address gaps in learning

5. Achieve high standards of respectful behaviour

6. Invest in impactful and transformational leadership at all levels, taking the actions that make the biggest difference

7. Ensure we recruit, train and retain high quality professionals

The Accessibility Plan is available on the school website, and paper copies are available upon request.

Our school is committed to fostering an inclusive environment where every member of our community feels valued and respected. As part of this commitment, all staff receive training

on equality and diversity, with a strong focus on the Equality Act 2010. This includes developing a deep understanding of disability and additional needs, and actively promoting a culture that challenges discrimination and celebrates difference.

The school supports any available partnerships to develop and implement the plan.

Admission Policy and Disability

We will conform to the Lancashire County Council policy on admissions to schools. We welcome parents of children with disabilities to make preliminary visits to the school in order to discuss how we may best meet their needs.

We work closely with Lancashire County Council SEND Partnership to support all students with SEND ensuring that we adhere to guidance within the Accessibility Strategy.

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/shaping-send-together/lancashire-send-partnership/#section2

https://www.lancashire.gov.uk/media/956478/accessibility-strategy-24-26.pdf [online]

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Supporting students with SEND in school

Care, support and guidance are at the heart of our school. We pride ourselves in treating every student as an individual. We offer a broad range of strategies and provisions to meet the diverse needs of our students, including:

- Student support plans in place for all students with EHCPs and those with SEND K
- Teaching Assistants working with groups of students and classes to support student progress and their additional needs
- SEND K refers to a student who has additional Special Educational Needs and Disabilities, but does not have an Educational Health and Care Plan (SEN E).
- Students with SEMH who struggle within the school environment, may have an IBP (Individual Behaviour Plan) to support them in creating strategies for success led by the pastoral team.
- Teaching Assistants work collaboratively with the teacher to support all students with additional needs within the classroom.
- Guidance to staff via the 7 minute briefings, staff bulletin, student support plans and 'teachers of' meetings.
- The use of the school email system to report diagnosis or additional information to teaching staff- using the "Teachers of" email groups and to coordinate meetings to support the development of strategies and information sharing is common practice.
- Information regarding student SEND is available on SIMS and Classcharts (using Provision Mapping software) with details provided in student support plans on share point.
- Support staff are trained in Diabetic care, Moving and Handling, Intimate care, Emergency Evacuation, Epilepsy, Asthma, Administering medicine, Specific SEN issues, Bereavement, ACES and Support student with Mental Health and wellbeing issues and EBSA (Emotional School Based Avoidance).
- Medicine is securely stored in school for those students who require it.
- Appropriate staff will liaise with external agencies and medical professionals to ensure the best and most effective support for students.
- The school nurse attends the school regularly to discuss the additional needs, medical needs and diagnosis of students
- We ensure that students who require support from specialist teachers are provided with this opportunity.
- Our Family Support Team and SENDCos liaise with ELCAS to support the assessment and diagnosis of conditions such as ASD and ADHD.

Visually Impaired / Hearing Impaired:

At Sir John Thursby, we work with Lancashire Education Inclusion Service in making provision for individual students in these areas. Teachers use radio-microphones for some students, a sound field system is also available. Visually impaired students have specialist equipment and enlarged material to help them access the curriculum, alongside learning braille and specialist teacher input.

Students with Medical needs:

Students with long term medical issues will have a Health Care Plan in place. Those with short term problems will be encouraged to attend school but may have a lift pass or additional support if accessing lessons proves challenging.

Students with a Physical or Mobility Impairment

Students with long term physical or mobility impairments are supported in the school by specialist teaching assistants. Their safety is of paramount concern. They are able to use the lift to access the upper floor. Disabled toilets are available throughout the school building. Our Intimate Care room has hoisting and cleaning facilities in a safe and clean environment, including a specialist changing bed, clausomat toilet and laundry facilities. Each student with Physical or mobility impairments will have an individual Personal Emergency Evacuation Plan (PEEP) on record in case of emergency evacuation. Additionally, where appropriate Intimate care plans will have been created for students who require support within this area. Staff are trained in intimate care and manual handling and the use of EVAC chairs as directed within the PEEPs.

Students with developmental difficulties

Students with developmental difficulties such as dyslexia, dyspraxia and autistic spectrum disorders will be supported in the school by specialist support staff. Teaching staff have regular training updates in these areas through 'Teachers' of' meetings, INSET and SENDCO support.

Student experiencing Mental Health and Wellbeing concerns:

There is a Counsellor on site for 4 days per week that students can be referred to using the Inclusion referral process. Additionally, a Mental Health and Wellbeing practitioner is employed collaboratively with BFCiC and available to support students 5 days per week. The Family Support Team will initiate and be lead professional on Level 2 support and also refer to external agencies if students and / or their family members are needing support. The website also has links to agencies and articles to assist students and their family member of are coping with mental health and wellbeing concerns.

Educational Visits

As a school we do not discriminate unlawfully against a disabled student or child in relation to any activity, including Educational/Off Site Visits. Schools are also required to make reasonable adjustments, where needed, to improve access to educational/off site visits for a student with a disability. At Sir John Thursby we will ensure that all our students are included in trips and activities. We regularly ensure wheelchair accessible transport is available, that our VI/HI students are seated appropriately, sub-titles or signers / hearing loop are in place and that trained staff accompany those with medical problems. Additional staffing are always available to ensure the safety of out SEND students when on trips

Key areas for development:

1. **Teaching Assistants – Timetable, training and deployment**

2. **SEND register, policy and procedures**
3. **Communication with staff – Student Support Plans**
4. **Teaching and Learning – Improving the quality of Teaching and learning to strengthen the universal offer for SEND in the mainstream**
5. **Use of Data to track progress of SEND students, inform teaching and interventions**

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and the School Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Special Educational Needs Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 story building	No action required. Lifts provide access to all students and staff with physical or mobility impairments.	NTY / TCE	n/a
Corridor access	All corridors are wide and flat for accessibility.	Corridor maintenance monitored by Jackie Cullivan and Equans	NTY / TCE	Ongoing
Lifts	2 lifts operated by key cards. All staff have key cards and students requiring lift access have a lift pass to operate the lifts.	No action required	NTY / TCE	n/a
Parking bays	Disabled parking bays located at the front on the school and also the Sports hall reception.	No action required	NTY / TCE	n/a

Entrances	Students are accessing via different access points, so that they are supported by year teams. Any student with accessibility issues will access the building via the Student support entrance and be supported by staff on entry. Students with temporary support needs will receive the same opportunities	No action required	NTY / TCE	n/a
Ramps	Ramps are present in all areas where there is an incline and a lift is not appropriate.	No action required	NTY / TCE	n/a
Toilets	Disabled toilets are located throughout the building to cater for students with mobility and disability issues. Intimate care room – including change bed, hoists – fixed and mobile and Clausomat toilet located on the second floor	Intimate care lead to be assigned for general maintenance and inventory of resources	NTY / SENDCo	May 2024

Reception area	Automatic doors and a flat and wide reception area supports all staff and students. Lift access is located in the main reception hub once within the building.	No action required	NTY / TCE	n/a
Internal signage	Signage around the school site is appropriate	No action required	NTY / TCE	n/a
Emergency escape routes	4 Refuge points are located throughout the building to ensure in emergencies students can access a Refuge point and await emergency support. All Refuge points are staffed during an evacuation		NTY / TCE	n/a