



## John Watson School Accessibility plan

### Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7

### Our Core Values

**SLICE**

We are proud of the fantastic learning culture at John Watson. The decisions we make are guided by SLICE. These 5 areas drive the work of the school. Our aim is to empower each child to ensure they can live as full and as independent lives as possible...



### 1. Aims

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, gender, identity, sexual orientation, physical disability or learning difficulty. As a special school for children with severe learning difficulties, we are continually working to ensure that we provide the best possible education for our children, in an appropriately stimulating environment. We strive to raise the profile of people with disabilities in the local community through maintaining strong links with other schools and community organisations, as well as offering support to other professionals in their own setting.

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. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

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

We have included a range of stakeholders in the development of this accessibility plan, including the governors of the school.

Our governing body also recognises its responsibility towards employees with disabilities and will:

Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities

Ensure that employees with disabilities are supported with Reasonable Adjustments as appropriate to ensure they can carry out their work effectively.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Aims and Objectives

**Aim:** To increase access to the curriculum for pupils with a disability.

Current good practice and practice under development	Objectives: short, medium and long-term	Actions	Persons Responsible	Date to complete actions by	Impact
Our school works effectively with Multi agencies and NHS with weekly visits from SaLT, OT, and Physios including the input to EHCP outcomes and curriculum delivery. Currently we are working with the nursing team to have a permanent clinical nurse specialist who can liaise with teachers and parents and offer support.	To have a regular school nurse specialist on site to support the day to day medical needs of the students.	Headteacher to liaise with CNS team	Headteacher	July 2022	<p>This supports our core values of SLICE and helps support staff with the safety and independence of our students.</p> <p>This will help support the staff in their ability to care and meet the needs of all our students particularly those with medical needs.</p>

Our school offers individual learning for all pupils. The curriculum is reviewed to ensure it meets the needs of all pupils. We have just established a curriculum that includes three pathways within Fundamental, Enhanced and Generalised. Targets are set and are appropriate for pupils with additional needs, at EHCPlan Annual reviews	Ensure that the curriculum is utilised effectively across the school and it can effectively measure progress	Dedicate regular PDM meetings to review the use of the curriculum across the age ranges and pathways.	Headteacher	July 2022	<p>This supports our core values of SLICE and promotes safety, Learning, Independence, Communication and Engagement.</p> <p>The new curriculum will ensure that all our students are assessed effectively and have appropriate next steps.</p>
We have a school minibus with adapted accessibility for wheelchairs. This is used for regular trips outside of school and for access to other activities such as swimming. We will continue to use this resource to promote learning beyond the classroom	To promote more trips beyond the classroom and expand on life skills	Plan range of trips into the community taking into account any Covid or other restrictions	Teachers and SLT	July 2022	This supports our core values of SLICE and promotes safety and independence beyond the classroom.
Excellent outdoor areas are used throughout the day. We are working on planning effective activities and resources that link to pupil's ILPs	<p>Staff are engaging effectively with the students.</p> <p>Activities are meaningful and promote progress towards targets</p>	<p>Staff to be given appropriate direction such as regular reminders on how to plan and continue to maintain effective practice outdoors.</p> <p>Outdoor resources are used to promote progress across all areas of the curriculum</p>	SLT, Teachers	<p>July 2022: Staff engaging more effectively</p> <p>July 2023: Outdoor resources are used effectively.</p>	This supports our core values of SLICE. Our students will have better provision and learning opportunities outside the classroom. Outdoor areas contribute to all areas of their development.

**Aim: To improve and maintain access to the physical environment.**

Current good practice and practice under development	Objectives: short, medium and long-term	Actions	Person Responsible	Date to complete actions	Impact
The secondary site is undergoing improvements to increase space and access to resources. The outdoor area has already undergone improvements with new equipment been added	Building works at the secondary site are complete  Access to resources is improved and resources are used appropriately.	To continue to liaise with building company to ensure works are completed	SLT and SBM	July 2022: works completed 2023: Review	This supports our core values of SLICE. This will ensure that our secondary students have access to more resources and better learning environments. This will impact on every area of their development.
The Primary site has undergone site improvements, especially seen in KS1 with four new classrooms and facilities being added. The KS2 classrooms and toileting facilities need updating.	KS2 students have improved facilities that better support their learning	To liaise with companies and gather quotes and implement the refurbishments	SLT, SBM	2022: secure quotes 2023: start work 2024: work completed in KS2 area	This supports our core values of SLICE. This will ensure that our KS2 students have access to more resources and better learning environments that will impact every area of their development.

**Aim: Improve the delivery of information to pupils with a disability**

Current good practice and practice under development	Objectives: short, medium and long-term	Actions	Persons Responsible	Date to complete actions	Impact
Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print MagniReaders</li> <li>• Pictorial or symbolic representations</li> <li>• Eye gaze</li> </ul>	To continue to maintain good communication strategies across the age ranges  Staff have appropriate in house training on the different methods of communication	To continue to focus on communication strategies on inset days and review teaching practice on this area across the school	SLT	July 2023	This supports our core values of SLICE, particularly the communication strand.  This will ensure that all our students have access to a communication strategy that helps them express themselves effectively.

<ul style="list-style-type: none"> <li>● I pads with Proloquo to go</li> <li>● Individual Communication books</li> </ul>					
<p>The high ratio of staffing allows an individualised approach which includes the opportunity for families and young people to be addressed individually in a manner meeting their cognition and communications needs</p>	<p>The range of teaching pedagogies and strategies is improved and expanded. All students, whatever their needs are better integrated into classrooms</p>	<p>Deliver induction and training to staff on effective communication and developing communication skills including SRS, Makaton and symbolic communication and the use of other specialist communication aids.</p>	<p>SLT and Teachers</p>	<p>July 2024</p>	<p>This supports our core values of SLICE.</p> <p>This ensures that our students have access to a wide range of learning experiences.</p>

#### 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 governing body.

#### 5. Links with other policies

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

- [Risk assessment policy](#)
- [Part 4 Health and safety policy](#)
- [Equality information and objectives \(public sector equality duty\) statement for publication](#)
- [Special educational needs \(SEN\) information report](#)
- [Supporting pupils with medical conditions policy](#)

Date of Publication February 2022

Date of Review February 2025