



The John Roan School: Accessibility Plan 2024-25

As an inclusive school, we respect and value the diversity of the community we serve. We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff. We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights
- Promoting positive non-discriminatory behaviour
- Ensuring appropriate support for individuals with disabilities within the school
- Ensuring high expectations of all
- Ensuring representation of a wide range of diversity within our curriculum and school community
- Encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.*
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*



According to the act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.” The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Legalities:

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.’

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

Purpose of the Plan

The purpose of this plan is to show how The John Roan School intends, over time, to increase the accessibility of our school for disabled pupils. The John Roan School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school’s SEND policy ensures that staff identify, assess and arrange suitable provision of pupils with special educational needs and / or disability. Working alongside professionals including the local authority and educational psychologists, the Vice Principal and Assistant Principal ensure that additional resources, including staffing, are allocated where appropriate through additional high needs funding.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- a. *Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;*
- b. *Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;*
- c. *Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.*



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Targets	Strategies	Actions to be completed	Outcome	Timeframe	Goals Achieved
<p>Pupils with visual impairments have access to the curriculum</p>	<ul style="list-style-type: none"> • Large print text • Larger type used • Coloured paper or coloured overlays used where appropriate • Use of ICT (large icons on desktop etc.) • Use of laptops in lesson • Modified exam papers – large print. • Appropriate training for relevant staff • Assessment and advice sought from GSS (Greenwich Sensory Services) and / or CENMAC (Centre for assistive technologies) • Use of objects of reference to aid understanding • Exam access arrangements 	<p>Large print textbooks for identified students Advice regarding coloured paper/overlay for individual students shared with staff Adaptive laptops available for identified students</p>	<ul style="list-style-type: none"> • Classrooms are accessible to visually impaired children • Improved outcomes for VI pupils. 	<p>2024/25</p>	<p>Physical accessibility of school increased Increased use of laptops in lessons</p>
<p>Pupils with speech and language difficulties have access to the curriculum</p>	<ul style="list-style-type: none"> • Quality First Teaching ensures teachers and support staff have high expectations of students and good knowledge of individual student needs • SEND strategies identified on pupil individual learning plans (ILPs) as Quality First Teaching methods. • Staff are kept informed of SEND through SEND register, MediAlert 	<p>Information shared with staff ILPs to be shared with staff through SharePoint CPD programme available for all staff</p>	<ul style="list-style-type: none"> • Classrooms are accessible to children with speech and language difficulties • Improved outcomes for pupils with speech and language difficulties 	<p>2024/25</p>	<p>Physical accessibility of school increased SEND strategies identified on students ILPs</p>



	<p>booklet, Care Plans, Individual Learning Plans, staff bulletin</p> <ul style="list-style-type: none"> • Regular SEND training is provided to staff • Learning Coaches, SEN teachers, and other trained staff provide targeted support where required either in-class or through weekly interventions. • SEND students are supported by external agencies as required – Speech & Language Therapist, CAMHS, Educational Psychologist, Occupational Therapist, ASD Outreach, School Nurse, Greenwich Sensory Service. • Specialist Learning Coaches trained by SALT to deliver interventions and to work with students in the classroom • SALT in school on a weekly basis • Exam access arrangements in place as per entitlement for KS4 & 5 students with SEND 	<p>Specialist Learning Coach trained by SALT Specialist Learning Coach deliver a range of interventions for identified students (such as literacy, numeracy, social skills, language group, study skills)</p>			
<p>Pupils with physical disabilities are fully integrated within the school environment.</p>	<ul style="list-style-type: none"> • Height adjustable desks • Disabled toilet access • Specialist Learning Coach /transport • LA transport to and from school. • Wheelchair maintenance provided through the Local Authority • Buddy system in place • TA trained to support students with PD 	<p>Improved use of ICT – laptops Plan to install hoist and sling or have mobile hoist at the John Roan field – proposal made to Premises</p>	<ul style="list-style-type: none"> • Classrooms and the school environment are accessible to children with physical disabilities • Physically disabled pupils able to 	<p>2024/25</p>	<p>All pupils included in all aspects of school life</p>



	<ul style="list-style-type: none"> • Choices of activities offered to an extent in PE • Timetable changes • Exam access arrangements 		access all outside areas.		
Pupils with Autism have access to the curriculum and school environment	<ul style="list-style-type: none"> • Centre for Autism – successfully completed the AET Standards • Mainstream staff have opportunities where possible to work with students within the Centre for Autism • Centre for Autism teachers and Specialist Learning Coaches provide specific information on the students to support them in mainstream lessons • Centre for Autism Sensory room for therapeutic use by students • ASD training provided 	Information on the Centre for Autism students shared with staff. ILPs for students in the Centre for Autism are shared with staff. CPD opportunities available for all staff	<ul style="list-style-type: none"> • Classrooms are accessible to pupils with Autism • Improved outcomes for pupils with Autism. 	Ongoing	All pupils included in all aspects of school life
Pupils with challenging behaviour are fully integrated within the classroom	<ul style="list-style-type: none"> • Student Learning Centre (SLC) provide space / opportunity for reduced timetable whilst working at student's pace to foster positive reintegration into mainstream. Particularly for MPA & FAP • Bespoke SEMH interventions. • Student Learning Centre provides area for emotional respite for those students in need • Specialist Learning Coaches are used to support pupils 	Behaviour for learning policy in place with appropriate reasonable adjustments Training and support for SEMH. Approach and de-escalation	<ul style="list-style-type: none"> • All staff are able to respond appropriately to all pupils. • Increase in progress for students with SEMH. 	2024/25	Pupils with SEMH fully included all aspects of school life Reduction of exclusions and improved attendance for pupils with SEMH



	<ul style="list-style-type: none"> • Year inclusion meeting, referrals to external agencies such as Early Help Team • Bespoke support from the school CAMHS link worker. • Student Support Team, Learning Mentor and counselling provide support within school, support parents through home visits, work with external agencies, complete EHA forms to support families 	<p>strategies training for designated staff.</p> <p>External counselling service level agreement in place.</p>			
<p>Pupils with hearing impairments have access to the curriculum</p>	<ul style="list-style-type: none"> • Daily checks and maintenance of all hearing aids with advice from the Greenwich Sensory Service team (GSS) • Access to specialist equipment such as radio aids to improve speech to noise ratio in the classroom • Access to specialist SALT service to improve speech and language skills and access to the curriculum • EHCP person-centred meetings • Exam access arrangements • Teachers and support staff who are 'deaf aware' – information from GSS incorporated into student individual learning plans (ILPs) • Speech reinforced with visual back-up print, pictures, concrete materials, symbols and objects of reference 	<p>All audio-visual materials to have subtitles or a transcript of the commentary.</p> <p>All deaf learners to have lessons in classrooms which are acoustically friendly.</p>	<p>Lessons are accessible to hearing impaired children</p> <p>Classroom environment is accessible to deaf learners.</p> <p>Teachers are appropriately trained to cater for the needs of deaf learners.</p>	<p>Ongoing</p>	<p>All pupils included in all aspects of school life</p>



<p>Pupils with English as an Additional language have access to the curriculum</p>	<ul style="list-style-type: none"> • Assessment of proficiency level on entry • Intervention in place when language is a barrier to accessing main lessons (A – beginners) • Specialist Learning Coach for EAL to plan and deliver interventions, work directly with class teachers to support quality first teaching. • Individual Learning Profile with specific EAL advice communicated to teachers • Welcome booklet for beginners • Bilingual dictionaries • Buddying system 	<p>Intervention for B/C students – currently not receiving support</p> <p>Increase lesson support for beginners</p> <p>Staff training</p> <p>Develop parent support/Network group/English lessons for parents.</p> <p>Develop EAL student voice</p>	<p>Lessons are accessible to pupils with English as an Additional language</p> <p>Teachers are appropriately trained to cater for the needs of pupils with English as an Additional language.</p>	<p>2024/25</p>	<p>All pupils included in all aspects of school life</p>
<p>All members of the Community have equal opportunities to access the School premises and relevant information</p>	<ul style="list-style-type: none"> • School premises are inspected and reviewed to ensure accessibility for all • School provides information in a range of alternative formats when necessary • School provides interpreters where possible • School provides support for students who cannot attend school due to medical needs when appropriate 	<p>Tuitions – online where appropriate - to be provided when students are unable to attend school</p>	<p>Needs of all members of the school community are fully met</p>	<p>On-going</p>	<p>Physically accessibility of school increased and delivery of information is available to all</p>



ACCESS AUDIT

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	ACTIONS TO BE COMPLETED BY
Corridor access	Corridors wide to accommodate SEND. Floors and corridors kept clear of clutter.	Already achieved - ongoing	Premises Manager	N/A
Lifts	Lifts available to support students with SEND – available on both sites.	Lifts subject to an annual maintenance contract.	Premises Manager	N/A
Parking Bays	2 disabled parking bays marked out on site, accessible and situated close to entrance. Available on both sites.	Already achieved- ongoing	Premises Manager SLT	N/A SLT
Entrances	Entrances to school are wide to accommodate wheelchair users with controlled automatic access.	Already achieved - ongoing	N/A	N/A
Ramps	Ramps in school are regularly maintained.	Already achieved - ongoing	N/A	N/A
Toilets	Toilets - wheelchair accessible on each floor. Both sites.	Already achieved	N/A	N/A



Emergency escape routes	Refuge points identified. Fire and Evacuation plan incorporates SEND awareness. EVAC chairs in place.	Key staff made aware of SEND students with personal evacuation plan. Ensure appropriate number of trained staff for EVAC chair.	Teachers with responsibility for Health & Safety. Premises Manager	First Aid lead to regularly check with Lead TA that all key staff are aware of evacuation plan
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Dated: January 2024

Approved by Governing Body: September 2024

For Review: January 2025