



# Accessibility Plan / Disability Access Policy

Date approved: May 2017  
Signed by Chair of Governors: Mr Paul Rossi

A handwritten signature in black ink on a white rectangular background, representing Mr Paul Rossi.

Date approved: May 2017  
Signed by Headteacher: Mr Sean Hayes

A handwritten signature in black ink on a white rectangular background, representing Mr Sean Hayes.

Reviewed: May 2017  
Next Review: May 2020



**St John Fisher**  
Catholic High School

**Policy and Procedures**

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# Accessibility Plan / Disability Access Policy

## **St John Fisher Catholic High School provides a learning environment in which:**

- the pursuit of excellence by each member of the community is recognised, encouraged and developed
- each individual is cherished as unique
- spirituality and a sense of God are nurtured
- service, responsibility and care for self and others are valued by all

The school recognises that all people are made in the image and likeness of God and are of inestimable value.

The school is committed to ensuring equal treatment of all its employees, students and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment or students who are carers of disabled parents.

## **Definitions**

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities".<sup>1</sup>

Disability includes people with cancer or surviving cancer, people with HIV and Multiple Sclerosis from the point of diagnosis and those with a mental impairment.<sup>2</sup>

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Disability Discrimination Act "substantial" means "more than minor or trivial". "Long term" means has lasted or is likely to last more than 12 months.

"Disability" includes children with a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

## **St John Fisher School seeks to:**

- promote equality of opportunity between disabled persons and other persons
- eliminate any unlawful discrimination
- eliminate harassment of disabled persons that is related to their disabilities
- positive attitudes towards disabled persons
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.<sup>3</sup>

## **School Partners**

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<sup>1</sup> Disability Discrimination Act 1995 Part 1 para. 1.1

<sup>2</sup> Disability Amendment Act (2005)

<sup>3</sup> Disability Discrimination Act 2005 S.49A

The school will seek to work in partnership with organisations who promote the dignity and rights of all.

Contractors employed by the school will be made aware of disability needs and disability issues, including harassment and bullying, and will be expected to comply with the school's policies and procedures.

## **Access to the Curriculum**

All aspects of the curriculum of the school, including the Spiritual life of the school are available to all students as appropriate to their needs and ability. Where necessary reasonable adjustments to the curriculum or environment for learning will be carried out, eg rooms or equipment may be adapted to include suitable seating or height adjustable tables. Provision is made as appropriate to ensure participation in school journeys/visits.

## **Assessment of Needs**

### **For students**

Assessment of the particular needs of students is carried out by the SENCo on entry to the school and, where necessary, an Individual Education Plan, an Individual Behaviour Plan, a Pastoral Support Plan or an Individual Care Plan is drawn up.

### **For staff**

Assessment of the particular needs of disabled employees of the school is undertaken at the time of appointment, or at the time at which a person becomes disabled, and appropriate arrangements put in place and revised at regular intervals.

## **Access to the site**

St John Fisher School seeks to ensure that all areas of the site are fully accessible to all users This was achieved with the completion of the new buildings and site layout in December 2008, but the school will continue to review the condition of the site and changes to legislation to ensure continued access for all users. There are 6 allocated parking spaces reserved for disabled users; pathways into the site are clearly visible, signed and lighted as appropriate.

All entrances to buildings will be level or ramped. One main door to all buildings will be a sensor operated electronic sliding door. Where appropriate lifts have been provided to access to first floor accommodation.

All visitors will use the school reception. Visitors will be accompanied to their destination. Visitors will be briefed about facilities and protocols. Disabled access keys for lifts will be given to adult users of the inclusion centre as necessary.

## **Site Operation Protocols**

### **Emergency Evacuation**

The Emergency Evacuation signal will include both auditory tone and visual alarms. Evacuation routes will always be accessible during hours of day and night and will be lighted accordingly. Paths to the evacuation assembly point will be level/ramped; signed and lighted.

All emergency exits will be manually operable during site opening hours. All emergency exits will lead to clearly signed routes to the emergency evacuation point.

### **Signage**

Signage throughout the school will be bold and clear. Where possible it will include picture/symbol systems.

### **Colour Contrast**

Fixtures and fittings, and internal and external decoration will use colour contrast to aid access for visually impaired people.

**An "Induction loop" is installed at the school reception desk.**

### **Consultation about this policy**

The school will include students, parents and carers and other disabled persons in consultation and review about the practical operation and success of this policy.

### **Review**

The school will keep this policy and practice under regular review in conjunction with school self evaluation, the needs of particular individuals and feedback from students and staff.

**Reviewed by the Governors Personnel Committee:**

**Last Review Date:** May 2017

**Next Review Date:** May 2020

**Staff Member Responsible:** AHT