St John Fisher Catholic College Accessibility Plan

Approved : July 2026
Review Date: July 2027
Adopted: July 2026

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 learners can participate in the curriculum;
- Improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled learners.

Our school aims to treat all its learners fairly and with love, care and compassion. This involves providing access and opportunities for all learners without discrimination of any kind. The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community. 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. This is in line with Christ the King Catholic Collegiate's accessibility plan. 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.

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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

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Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. We aim to increase access to the curriculum for learners with a disability by:

- Our school offers a differentiated curriculum for all learners.
- We use resources tailored to the needs of learners who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all learners, including those with a disability.
- Targets are set effectively and are appropriate for learners with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all learners.

We aim to improve and maintain access to the physical environment:

The environment is adapted to the needs of learners as required.

This includes:

- Ramps;
- Elevators;
- Corridor width;
- Accessible parking bays;
- Accessible toilets facilities;
- Library shelves at wheelchair-accessible height;
- Multi-height station in the Food Technology room;
- Multi height tables.

We aim to improve the delivery of information to learners with a disability by:

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources
- Braille
- Hearing support technology
- Pictorial or symbolic representation

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 local Governing Body.

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
- Special educational needs (SEN) information report
- Supporting learners with medical conditions policy

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Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all learners. • We use resources tailored to the needs of learners who require support to access the curriculum. • Curriculum resources include examples of people with disabilities.	Continue to review differentiated curriculum on a regular basis to ensure that it meets the needs of all learners.	Review Alternative provision and curriculum learning journeys.	Headteacher, AHT Curriculum	July 2025 as evidenced in Curriculum Learning Journeys published on school website.	Every learner with disability access curriculum appropriate to their needs.
	• Curriculum progress is tracked for all learners, including those with a disability. • Targets are set effectively and are appropriate for learners with additional needs. • The curriculum is reviewed to ensure it meets the needs of all learners.	Monitoring and tracking of data for all learners, including those with a disability, and appropriate targets set.	Termly review of data and action plan for each learner with a disability, with engagement with home where appropriate.	AHT Progress AHT SENCo Heads of Year	Termly, as evidenced in HT report to Governors	Every learner's progress data is reviewed and there are actions to follow with underachievement or concern around progress.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of learners as required. This includes: • Ramps; • Elevators; • Corridor width; • Accessible parking bays; • Accessible toilets facilities; • Library shelves at wheelchair-accessible height; • Multi-height station in the Food Technology room; • Multi height tables.	To ensure that renovations of areas of the school prioritise areas of the estate where there are accessibility considerations.	To purchase multi-height tables where required. To line out clear accessible parking bays	Relevant Faculty leaders, School Business Manager Site Manager School Business Manager	As and when required- immediate action November 2024	Accessible classrooms for all learners and staff Accessible parking bays ensure greater access for all stakeholders with disabilities.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Hearing support technology • Pictorial or symbolic representation	To ensure curriculum communication is accessible to all.	Ensure the website is compliant with Translate and auditory tools.	Website manager	Ongoing	Website is accessible for all stakeholders.
			Ensure that there is investment in hours for completion of enlarging resources / braille resourcing	SENCO LSAs CSWs	As and when required	Access for all learners to the curriculum.
		To ensure signing-in process is accessible to all.	To upgrade internal signage	School Business Manager, Headteacher	Continued rolling programme 2024/25.	Clarity for stakeholders with visual impairment
			Ensure hearing support technology is upgraded as necessary in reception	School Business Manager, IT Manager	August 2025	Accessible signing-in process for all stakeholders