



John Colet School

Accessibility Plan - September 2025

Introduction

The John Colet School is committed to the principle that all students realise their potential through a broad and balanced curriculum regardless of specific need. We are committed to taking positive action in line with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Monitoring and Review

The Plan will be reviewed and developed based upon information supplied and consultations with pupils, parents, staff and governors of the school.

The Plan will be considered when drafting school policies and will be reported upon annually in respect of progress and outcomes. The intention is that improvements to the school environment will be included in school development.

Aim

The Plan sets out proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving access to the physical environment of the school
- improving the delivery of information

The school also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that all people with disabilities are given equal opportunities
- ensure that any staff with disabilities are supported with special provision to ensure that they can work effectively
- where necessary, make reasonable adjustment to enable staff to fully access the work place

Scope

Within the terms of the Equality Act 2010, the term 'disability' is defined as:

“a person has a disability 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 carry out day to day activities.”

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be, on our SEN register.

Strategy

John Colet School aims to increase the accessibility of provision for all students, staff and visitors, including those with disabilities. Our strategies include:

- having high expectations of all students
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- finding ways in which all students can take part in the full curriculum including sport, music and extra-curricular activities
- planning out of school activities including all school trips so that students with disabilities can participate
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of language
- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- raising awareness of disability amongst all school staff
- examining the library, reading books and other resources to ensure that there are examples of positive images of disabled people
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities

Planning Duty 1

Increasing the extent to which students with SEND can participate in the school curriculum

We aim to:

1. Audit students who require learning support in the autumn term to assess the differentiated resources available to them.
2. Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
 - All departments to show clear differentiation methods within their schemes of work.
 - Regular Briefing updates on SEN students to all staff.
 - SEND to work closely with Subject Team Leaders and teachers to ensure that all lessons are accessible to all students.

- Continue to develop and update the Learner Support platform to provide easy access of SEN information to staff.
 - Teaching staff to liaise with SEND and Learning Support Assistants prior to lessons so that support is fully utilised.
 - Provide INSET to all staff on how to ensure all students within each lesson are able to access the lesson content.
3. Ensure equal access for disabled pupils to school clubs, school visits and extra-curricular activities.
 - Risk assessment and planning of trips to include accessibility references.
 - Analyse co-curricular activities to ensure inclusion of students with disability and on the SEN register.
 4. Ensure that all students feel supported and included within the school.

Planning Duty 2

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

Our aim is to enhance physical access and improve accessibility where possible. We aim to improve/implement the following:

1. Access to/from the school
 - Provide clearly marked designated disabled spaces at the front of school.
 - Install ramps next to steps where appropriate to improve pedestrian and wheelchair access.
2. Lighting
 - Provide adequate lighting in all areas of the school environment.
3. Signage
 - Improve signage around the school with appropriate additions for visual impairment.
4. Steps
 - Ensure that all steps are highlighted with contrasting markings and when outside by yellow marking.
5. Lifts
 - Ensure that all lifts are serviced annually.
6. Toilets
 - To have sufficient unisex toilets with disabled facilities.
7. PE changing
 - To have unisex changing with disabled facilities.

Planning Duty 3

Improve the delivery of information to disabled students and parents

We aim to:

Provide written materials in alternative formats as requested, for example, provide large print copies of appropriate school documents if requested as communicated at the start of any student's attendance at the school.