



JOHN FERNELEY COLLEGE

Accessibility Plan

May 2025

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Accessibility and Equality Action Plan 2025-2028

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

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

At John Ferneley College we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

Gender is often an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just boy/ man or girl/ woman. In developing our practice to support trans-children we will ensure the following:

- The student, their parents, carers and siblings will be listened to and wherever possible we will follow their lead and preferences.
- No student should be made to feel that they are the ones who are causing problems or that they owe anything to their school in return for being treated with the equality they deserve and are legally entitled to.
- We will see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale.
- We will avoid where possible gender segregated activities and where this cannot be avoided, allow the student to access the activity that corresponds to their gender identity.

The Accessibility Plan will be published on the school website alongside our Accessibility Policy. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our **special educational needs policy and School offer** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy and SEND School Offer** for an outline of our full provision to support pupils with SEND.

Priority 1 To ensure the physical environment allows SEND children access to the school environment				
Item	Action	Timescale	Cost	Responsibility
Whole school environment	Regular health and safety walks and equipment checks (ensure fire escape routes are accessible to all). Complete alongside health and safety checks linked to COVID-19.	On going in line with daily and weekly checks schedule	None	Estates team
School trips	Accessibility for school trips: risk assessments for trips ensure that all children including children with physical disabilities can access trips. Ensure full risk assessment is completed on each new venue visited for trips and vetted for appropriateness/barriers. Children with SEND/Disabilities to have individual risk assessments.	Ongoing	Annual Subscription to Evolve	ES and/or Mark Barrington- SLT Trips lead
Car Park markings	Car park has now been closed for parents/carers at the end of the school day for safety. Only those with passes are able to enter the site. X2 disability car parking places are demarcated close to the entrance for accessibility.	On-going	None	JFC Estates Team

School Trips/Minibus	Renew Blue Disability badge for school minibus when school trips can resume.	To be confirmed in Summer term 2022		JFC Estates team
Whole school evacuation	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Evac chair training undertaken by all Fire Marshalls	On-going	None	JFC Estates Team
Lunchtime/ Dining Room	Ensure children who need longer to eat lunch have more time during lunchtime. Students have access to KS3/KS4 rooms at break/lunchtime	On-going	None	Duty Staff
Whole school environment	The environment is adapted to the needs of pupils as required. This includes elevators, corridor width, disabled parking bays, disabled toilets and changing facilities.	On-going	General Maintenance cost in line with Estates budget	JFC Estates team

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Priority 2				
To ensure children have access to the full curriculum and participate in all onsite and off-site activities				
Item	Action	Timescale	Cost	Responsibility
School Trips	Risk assessments put in place for trips and all staff fully briefed with regards to children with SEND.	Ongoing	None unless adapted minibus required for wheelchair.	Trip Leader/SLT
Events- whole school	Ensure children with SEND and physical disabilities can access all whole school events.	Ongoing	None Adapted resources/equipment for some events.	Teachers/ SLT
Access to lessons/ in class provision	Review SEND children's access to curriculum within class sessions. Observations to be carried out within class to ensure children can access sessions and have access to equipment and resources needed. Ongoing monitoring from SENDCO.	Ongoing monitoring	None	SENDCo
Student Voice	Further develop the use of Student Voice to inform development of the Accessibility Plan	On going	None	MK
Within classes and LSA provision	Liaise with external professions e.g., HI and VI, Autism Outreach team to incorporate strategies and support within classrooms and around school with children with SEND which requires specific equipment and adaptations. Transition information disseminated to staff.	Ongoing	Cost of purchasing specific equipment e.g., aids and adaptations.	SEND Department
Teachers and LSAs	To tailor resources to the needs of the pupils who require support to access the curriculum	Ongoing	Varies depending on need and provision	MK/SEND Department

All Staff Training	Staff to access appropriate CPD for children's needs.	Ongoing	TBC depending on training need	MK
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Priority 3 To support families and improve the delivery of written information to pupils, staff, parents and visitors with disabilities including supporting parents in the process of identification of needs and providing access to external professionals.				
Item	Outcome	Timescale C	Cost	Responsibility
Communication with parents	• Ensure parents have access to SEND Information with details of provision provided as well as the SEN school offer currently on the school website. • Coffee Mornings to be set up which parents of children with SEND can access for further support and advice. • SEND Newsletter to be sent out to parents if children with SEND at least half termly. • Parental Workshops as and when appropriate. • SEND Parents informed by letter of their child's key worker in school so they have a key contact for any issues. • Students on the SEND register to have a support plan and targets set in core	Ongoing	Cost of refreshments for workshops. Cost of external professionals speaking at workshops.	MK/RK/JW

	subjects, as well as Wellbeing and behaviour.			
External Professionals	Access from external professionals: Autism Outreach, Educational Psychologists, VI & HI services etc. to ensure that identified students are supported using personalised strategies and are able to access relevant resources as required.	Ongoing	No cost for professionals. May be cost for resources etc. depending on need.	MK/RK/JW

Equality Action Plan

Objectives	Actions	Responsibility and Timescales	Success Criteria
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or	Continue to monitor and analyse data at key points throughout the year.	SLT Middle Leaders	All children can achieve and access the curriculum despite the nine characteristics listed under The Equality Act 2010.
patterns in the data that require additional support for pupils.	Ensure any trends or patterns in the data are noted and provision is implemented to ensure that all children are supported to achieve and access the curriculum.		
To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities	Develop the extra-curricular offer so that all pupils are having access to additional opportunities and experiences. Ensure all children can access after school clubs, continue SEND after school club and support for siblings of children with SEND club.	SLT	All children can access additional opportunities and activities including after school and lunchtime clubs. Ensure clubs respond to children's interests and are able to be accessed by all children.
To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010	Ensure anti-bullying work continues to be of high priority. All incidents of bullying taken extremely seriously and dealt with in accordance to the school's anti-bullying policy. Ensure children have had E-Safety training and are aware of bullying online and through gaming. Access and support to Pastoral Team when in school.	SLT Pastoral Team Ongoing	Children are able to learn in a safe and supportive environment which means being free from all forms of bullying. Children understand where and who they can go to for support in school with regards to bullying. Children are informed about bullying and how to help prevent it.