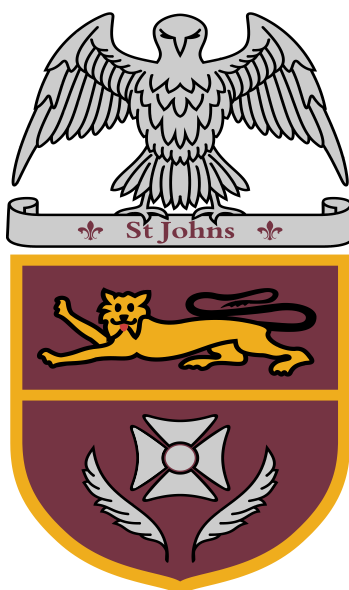


St. John's C of E Primary



School Accessibility Policy & Plan

Policy written:	November 2022		
Policy to be reviewed by:	November 2025		
Signed by Headteacher:	Joanne Hester	Date:	
Signed by Chair of Governors:	Rev. Matthew Stone	Date:	

Aims

At St. John's C of E Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The [Special Educational Needs and Disability \(SEND\) 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. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The St John's Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

Steps already taken by the school

St John's has installed:-

1. Upper school- An entrance from the main staff carpark which comes through the fire exit into the corridor, Side entrance providing access to the Lower School building
2. Automatic doors to the main entrance
3. Disabled toilets in both lower and upper schools. There is also a disabled toilet situated in the upper school playground
4. Ironmongery compliant with DDA requirements
5. Stair nosing's on all staircases.
6. Upper and lower school are joined by a wheelchair accessible path. The on-going redecoration programme adheres to colour and material contrast compliance throughout the school.

Future Planning

As part of the school improvement planning process, consideration will be given to the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. An evacuation chair at the top of the stairs in the upper school. Future lift installation on the first floor in the upper school building to go from the first floor classrooms to the second floor classrooms. We will use flexibility of moving year

groups around to accommodate pupils with physical disabilities.

The Accessibility Plan will be published on the school website.

The St John's Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Behaviour policy
- School improvement plan
- Equality Policy and Equality Action Plan
- Health and Safety
- Managing Medicines and Supporting Pupils with Medical Needs

The St John's building is fully DDA compliant and in line with building regulations.

St. John's C of E Primary School Accessibility Plan 2022-2025

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum

Our aim at Albion is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. LSPs Care plans	Autumn term 2022	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents	SENDco SLT	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs.	-Up-to-date LSPs and EHCPs -Rooms for meetings -Diary dates	On going	Increased engagement of parents
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENDCo Year 6 teachers	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.	-Teacher/SENDCo time	On going	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENDco	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their focus children Staff meetings addressing inclusive practice and SEND procedures. SENDCO to support teachers with planning where needed and model to LSAs when needed	-Staff meeting -TA training -SENDCo/Teachers time -External agency Training - Skills and knowledge audits	On-going	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.

Use appropriate assessment tools and activities for children working pre-key stage	SENDco	Ensure staff are familiar with Engagement Model and Pre Key Stage Children working pre-key stage will access every subject in a tailored and child-centered way.	-SENDco/Teachers time - External agency support	On - going	Children working pre-key stage will have consistent approaches for assessment see SEN assessment document.
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To ensure that the medical needs of all pupils are met fully within the capability of the school	Welfare Headteacher SENDco	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	-Staff meeting -TA training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg visual timetable, writing with symbols ,wobble cushions etc Widget to support processing	-Audit of equipment and needs - Staff training - Cost of resources	One year and on going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention/strategies and their success and impact on progress	SENDco	Track intervention on Provision Map. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions. Staff training in inclusive strategies and approaches	-Training on new interventions through external professionals -Resources required to deliver interventions	One year	Progress of all children is good or better

Monitor and analyse pupil achievement by, gender and disability and act on any trends or patterns in the data that require additional support for pupils (As featured in Equality policy)	Headteacher SLT Governing board	Achievement data analysed by gender and disability	Data, case studies (if required)	Half term reported to governors standard committee	Vulnerable groups identified through half termly pupil progress meetings and appropriate actions taken. No systemic underperformance identified; individual underperformance interventions taken.
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	-Books - Curriculum	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	Safeguarding Lead / SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre -visits required for residential stays if SEND children are coming.	-Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips during their time at St John's
Ensure all children feel safe and involved at playtimes	SLT	Play makers to encourage children to join in games Staff to report children who may not be involved at playtimes at fortnightly meeting. Involvement of pastoral team if child is not making friends. Therapeutic Lead can also use sociograms to analyse child's interactions.	-Training for MTS - Zoned playground with a range of activities and sports to help engage children in different ways	On going	Children feel safe in school – evidence in survey results from children Inclusion pupil voice survey also shows SEND pupils are happy.
Maintain safe access round the interior and exterior of the school	Headteacher School Business Mgr Premise Mgr SENDco	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking	- Premise walk	On going	There is safe access throughout the school
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	SENDco Club Leads	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	-Registers of clubs and extended day - risk assessments	On going	Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required

3.Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	SLT SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time SENDco time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Office manager SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time SENDco time	Ongoing	Parents are able to access all information
Improve use of pictorial communication systems (Widgit)	SENDCO Writing Lead	Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). Writing Lead/ SENDCo to train on most effective ways touse Widgit. Writing Lead/ SENDCo to train all relevant staff members inhow to use Widgit.	Training Time for meetings	Ongoing	All school staff aware of disabilities of children in their classes