St John's CofE Primary School

Accessibility Policy and Plan

Approved by:	LGC	**Date:** January 2024
Last reviewed on:	January 2024	
Next review due by:	January 2027	

Legal Background

St Johns C of E Primary School has high expectations for all pupils and a commitment to pupils' full participation in school activities and community. Our Accessibility Plan is driven by the principles of equal opportunity as outlined in the Equality Act 2010. The 2010 Act replicates the need for schools to carry out accessibility planning for disabled pupils as required in previous Disability Discrimination legislation.

Aim

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.

- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St Johns C of E Primary School plans to ensure the accessibility of provision for all pupils, parents, carers, staff and visitors to the school and to ensure that we reduce and eliminate barriers to accessing the curriculum and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Introduction

At St Johns C of E Primary School, we work hard to ensure that our ethos is such that, whatever the abilities and needs of members of our school community, everyone is equally valued and treated with respect. We provide all pupils with the opportunity to experience, understand and value diversity.

This accessibility policy and associated plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

The definition of disability is:

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 normal day to day activities.

Disability Discrimination Act 1995 (DDA)

The definition includes people with hearing or visual impairments, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum disorder, downs syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (e.g. cancer survivors and people with a history of mental illness) they are covered by the legislation for the rest of their lives.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Principles

Compliance with the Disability Discrimination Act 1995 is consistent with the:

- School's aims, ethos and values
- Inclusion policy

We recognise that we have a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:

- discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
- treat disabled pupils less favourably

Governors and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002).

We work with parents and carers to ensure the full needs of each individual child are met as we value parents' and carers' knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the individual's right to confidentiality.

We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils.

We endorse the key principles in the Early Years Foundation Stage and national curriculum which underpins the development of a more inclusive curriculum by:

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Accessibility planning

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be revisited annually.

The Accessibility Plan will contain relevant actions to:

- improve access to the physical environment of the school, adding specialist facilities as necessary (this covers reasonable adjustments to the physical environment of the school and physical aids to access education)
- increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared

for life as are able-bodied pupils (if a school fails to do this they are in breach of the DDA); this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits as well as the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum

- improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, carers and visitors with disabilities; the information should be made available in various preferred formats within a reasonable time frame.

Our accessibility plan relates to the access audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new accessibility plan for the following period.

We have identified the following points of action as the focus of our accessibility plan:

- The delivery of our curriculum
- The physical environment of our school building

Information from pupil data and school audit

a) The SEN Code of Practice gives four main areas of need:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and /or physical

These needs include a range of language difficulties including speech and language difficulties and dyslexia as well as dyspraxia, autism, hearing impairment and emotional and behaviour difficulties. Children with disabilities involving medical needs such as severe allergies and specific medical needs e.g. asthma are registered on the Medical Needs Register.

b) The school has three access points to the site which do not include the use of steps or stairs. One is the main entrance of the school, the second is through the side gate on Back Lane and the bottom gate on Park Road.

c) We have disabled toilets in Y2 and changing facilities

d) Toilet outside Y1/2 is suitable for a wheelchair

e) Railings on KS1 playground at both sets of steps

f) Railings in the hall on the steps

g) Railings in the covered area between Year R and Year 1

h) All playground areas are securely walled or fenced off from surrounding roads and neighbouring houses. The playground can be accessed on level ground from all exit doors in the KS2 area.

i) There is a disabled parking space in the school car park. There is some on street parking close to the school, with double yellow lines directly outside the main entrance to the school.

j) Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the field. We will review the provision of a visual alarm if the need arises. Our off-site assembly point also has a level access route.

k) For children who need to work 1:1 or in a small group, the intervention the learning lodge offer spaces for small group work. The hall is also available depending on other regular use.

l) Furniture and equipment selected are age related and reflect the size and purpose of the location they are allocated to.

m) All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included are included in productions, music, PE and class assemblies.

n) School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

o) Teachers and teaching assistants attend SEN professional development training as appropriate to support specific needs. Teachers work closely with TAs to address pupils support plan targets and liaise with specialist and support services, as well as parents.

p) Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

q) Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them.

r) The school has a clear policy on the administration of medicines with staff trained to administer epi-pens and diabetic injections. There is a register of children with medical needs.

s) Photographs of children with specific medical needs, allergies, medical needs and SEN are available in each classroom. All staff are informed of these children on an ongoing basis. This information is kept in a red first aid file in each classroom.

t) Epi-pens, insulin and inhalers are always taken on visits / trips out of school.

The main priorities in the school's plan:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This plan should be read alongside:

- Administration of Medicine Policy
- Equality and diversity policy
- Long term planning overviews
- Curriculum teaching and learning policy and guidelines
- Assessment policy and guidelines
- Inclusion Policy

Delivery of our curriculum

At St Johns C of E Primary School, we follow the Futura Curriculum.

The Futura curriculum uses a wide range of resources that have been planned and tailored to the needs of pupils who require support to access the curriculum. Before the start of each term, teachers take the time to assess the scaffolds and planning to ensure that the needs of all their pupils are met. The Futura curriculum is a two-year program that allows children to build and deepen their knowledge in the second year. This ensures that all children have the opportunity to address prior learning which will lead to a higher rate of success

Physical environment of the school

Our school enables all children to access a much greater range of independent opportunities and activities.

It is bright, clean and free of clutter so that the environment for high quality learning has been created for all children in all year groups. As a result, we have been able to meet the needs of a number of children with a wide range of disabilities so that they have been able to access the curriculum fully.

Implementation and monitoring of policy

The school SENCO is responsible for leading the development and strategic direction of the school's accessibility policy.

The school accessibility plan will be monitored by the governing body and by Ofsted as part of their inspection cycle.

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and senior leadership team. It is approved by the governing board.

St Johns Primary School Accessibility Plan: Increasing access to the curriculum				
Target	**Strategy**	**Outcome**	**Timeframe**	**Leadership**
Continue to monitor the provision of technology to support specific leaning needs	The school continually reviews and updates its technology provision to support a child's access to the curriculum	A range of hardware, software, apps, internet links etc. enable the child to make and celebrate progress	Continuous based on current research and support materials available. Included in ICT budget set annually	SENCO to collate this target with the full support and input of all staff, parents and other professionals
Collate and continue to ensure our CPD programme fully embed the staff's knowledge and understanding of pupils with disabilities and strategies to support them	Teaching, support staff and pupils are provided with quality CPD to help specific children to access the curriculum successfully	Identified children make rapid and sustained progress and enjoy their learning in a supportive environment Speech and Language Short-term working memory Phonics Autism Attachment Disorder Epi-pen training Sight Impairment	Continuous but with particular priority at the beginning of an academic year or when a new pupil joins the school	SENCO, class teachers, parents and other supporting adults and agencies as the need is identified
Register of medical needs is continually updated and strategies and additional training in place when needed	Office administrator updates the register and inclusion plan strategies for access including informing other adults working with the class including supply teachers. SENCO, alongside class teachers write a care plan when required.	A child's progress and access to the curriculum and the wider opportunities available are not hindered by any identified medical need. A child is protected from further harm or extended illness	Continuous but with particular priority at the beginning of an academic year or when a new pupil joins the school	Office Manager, SENCO, Pastoral Lead and Class Teachers

	Information file available for supply teachers			
Children with disabilities engage in extra-curricular clubs and activities	Tracking of involvement PP: L Jefferis SEND: L Chard Medical: E Ward	All children with disabilities take part in at least one extracurricular activity or club or have an interest they pursue outside school	Tracked termly and when whole school events take place	PP: L Jefferis SEND: L Chard Medical: E Ward
All pupils can learn independently	Appropriately adapted and supportive written information is prepared for disabled pupils to operate independently in all lessons. Word mats; SMART targets; scaffolds	Children can access the curriculum as independently as possible.	Continuous but linked to pupil support plan review for specific advice on the support currently needed	SENCO, class teacher, support staff and outside agencies
The learning environment supports learning for all	(i) Appropriate cues, reminders, daily and weekly plans and key vocabulary are evident in all learning areas around the school and independently accessed by disabled pupils (ii) Copies of the content on the IWB are given to identified children (iii) vary the background colour of the Interactive White Board to establish the best colours for all children	Support in the learning environment responds to general support strategies and to specifics for named disabilities e.g. dyslexia, ASD, short-term working memory The child has access to the written information near at hand The white background is not a hindrance to accessing the information on the Interactive White Board	Continuous but highlighted at the beginning of an academic year or when a new child joins the class	SENCO, class teacher, support staff and outside agencies

St Johns Primary School Accessibility Plan: to improve and maintain physical access to the environment				
Target	**Strategy**	**Outcome**	**Timeframe**	**Leadership**
To ensure the school site is accessible for all	Ensure access for all in the school hall	Wheelchair accessible without using external paths	To be completed by July 2025	SLT Funded centrally
To have an additional disabled toilet in KS2	Improved access to disabled toilet facilities	Conversion of toilet into an additional disabled toilet	To be explored by the August 2025	Funded centrally
To have a medical area accessible for all	Improved facilities for medical care	Children requiring access to changing facilities or personal medical care have the privacy required	To be explored by August 2024	Funded centrally