

Accessibility Plan



Policy

Written: September 2024

To be reviewed: September 2025

St. John's C.E. (C) Primary School Accessibility Plan

Rationale

St John's C E (C) Primary school is an inclusive school where the learning and teaching, achievements, attitudes and wellbeing of every young person matter. In accordance with our Christian Values, St. John's C.E. (C) Primary School highly values the importance of ensuring that school is accessible and equal to all. All children should be supported fairly and equally by parents and carers whose needs and abilities have been considered at all times. This is a statutory policy that explains this further and is required by law, under the Equality Act 2010.

Aims and Objectives

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.
- Ensure all children study and all adults work in a place that is safe and recognises individuals.

Practice and Procedures

Practice and procedures are reviewed annually by law and approved by the Governing Body at St John's C E (C) Primary School. This accessibility plan is linked to the following policies and documents: Risk assessment policy, Health and safety policy, Equality Policy, Special Educational Needs and Disability (SEND) information report and Medical Needs Policy. The staff and governors recognise and value parents' knowledge and expertise about their child's disability and its effect on his/her ability to carry out day to day activities, and respects the parents' and child's right to confidentiality. A SEND Support Register is kept in school, which identifies pupils who have SEND. Children with complex needs may have an Education Health Care Plan (EHCP). Children with identified health needs will have an Individual Health Care Plan (IHCP). This information is shared with all teaching staff and support staff where appropriate. Some children may also have an Intimate Care Plan, in line with the Intimate Care Policy.

Inclusion and Equality

In line with our duties under the Equality Act (2010) and as set out in our Equality Policy, we are committed to providing an environment conducive to learning. Everybody is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PESD) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and academies (including Free Schools) and which extends to all protected characteristics:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender identity

This combined equality duty came into effect in April 2011. The duty has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Policy Monitoring and Review

This policy will be reviewed annually as the Equality Act (2010) states. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of the school.

Policy produced by **Aidan Blackburn** **Date: September 2024**

Approved by (Chair of Governors): **Date :**

Review Date: September 2025

If you need further copies of this document, or would like the document in another format, such as enlarged print, audio tape or another language, please contact Sarmilla Dhangar, Bursar, at the school.

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AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON/PEOPLE RESPONSIBLE	MONITORING AND TIMESCALES	SUCCESS CRITERIA
<p>1. Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils. • Awareness of EAL for new staff. • Curriculum modified to include opportunities for more speaking & listening, use of patterned language and oral rehearsal prior to writing. • Talk frames used across the curriculum. • Staff have access to high quality shared data via G2 Integris. • Review curriculum areas and planning to include disability issues and ensure representation of people with disabilities in resources. • To use a variety of teaching styles to meet the needs of all pupils. • To modify resources/ materials in order to reduce barriers. • Liaise with external agencies re particular needs. • If needed Braille, Induction loops and other specialist tools and resources may be used to meet the needs of all with reference to effective communication and learning. • Educational visits and local walks accessible for all children. • All children are able to access remote learning if they are unable to access provision in school for an extended period e.g. due to pandemic, long term ill health. • Classrooms and learning areas are organised to celebrate the participation and independence of all pupils. • Ensure disabled children can take part equally in lunchtime, enrichment and after school activities. • SENCO and Inclusion Teacher are able to support staff effectively to remove barriers to learning for disabled pupils. 	<ul style="list-style-type: none"> • Collection of data on school entry for new starters. • Pupil information reviewed annually via appropriate forms. • Risk assessments for activities carried out and appropriate actions taken where necessary. 	<ul style="list-style-type: none"> • All teachers • SENDCO • Bursar for ordering of resources. 	<ul style="list-style-type: none"> • Headteacher, Mr Blackburn to monitor and feedback to governors through Standards and Effectiveness Committee. 	<p>All staff are aware of individual children's needs.</p> <p>Provision is planned to remove barriers to learning.</p> <p>All agencies work together effectively to share information and evaluate provision.</p> <p>Disabled children are able to participate equally in all aspects of the curriculum.</p> <p>Disabilities are promoted across our Rainbow Curriculum.</p>

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2. Improve and maintain access to the physical environment	<p>The school environment at St John's is adapted to the needs of pupils as required and is reviewed on a frequent basis according to individual needs. This includes:</p> <ul style="list-style-type: none"> • Ramps have been built externally to ensure that all year groups have at least 1 classroom that is accessible to the outside without steps for wheelchair users, people with visual impairments and other disabilities. • All doorways wide enough for wheelchair access • Designated seating area for disabled person in AOW/Family assembly • Disabled parking bays available in the school car park. • Disabled toilets and changing facilities in school. • Furniture suitable for wheelchair users and other disabled users available in school and purchased if not, with the support of external agencies such as Occupational Therapists. • Individual risk assessment completed in consultation with other agencies if needed. • Care plans in place as appropriate. • PEEP plans carried out for anybody in school with a disability and signed off by the Headteacher, Mr Aidan Blackburn. • Maintain the garden to allow access for all and adapt according to needs. • Effective transition so that the correct adaptations can be made is carried out for children moving to St John's and on from St John's to another provider. • All disabled pupils can be evacuated from the building safely during an emergency. • All entrances to the building and areas within the building are well lit. • Some areas of school have been made more obvious by the use of yellow tape to make obstacles and possible dangers more visible for visual impaired children and possibly adults. 	<ul style="list-style-type: none"> • Collection of data on school entry for new starters. • Pupil information reviewed annually via appropriate forms. • Risk assessments for activities carried out and appropriate actions taken where necessary. • Update EHCP's when required for review. • Review PEEP plans. 	<p>Headteacher, Mr Blackburn.</p> <p>SENDCO</p> <p>Teacher of individual SEND child.</p> <p>External agencies as required e.g. Physios and Occupational Therapists.</p> <p>Caretaker.</p>	<p>Health and Safety Audit to be carried out annually, which includes the Health and Safety Governor who can feedback to the whole Governing Body.</p>	<p>Children starting school have a successful transition, barriers to access are removed, advice from specialists is acted upon.</p> <p>Appropriate access arrangements are in place for children with disabilities.</p> <p>Wheelchair users and other disabled visitors, staff and children are able to access school grounds easily.</p> <p>All disabled pupils and visitors are safe in the event of an emergency such as a fire.</p>

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<p>3. Improve the delivery of information to pupils and parents with a disability</p>	<p><u>Electronic communication:</u></p> <ul style="list-style-type: none"> • Maintenance of school web site to ensure information kept up to date. • 'Contact us' form available on the website. • Links to external educational sites on school website • Dojo messaging system • Computer and support available in school for parents to access for on-line applications e.g. admissions. • Events and up to date information on Social Media site – Facebook. <p><u>Other written communication:</u></p> <ul style="list-style-type: none"> • When necessary written communication to be available in a variety of formats, including translated languages. • Staff to offer verbal support as needed. • Pictorial signs that are clearly visible around school to identify key areas where needed. • Health Care Plans, SEN support plans, EHC Plans and resources in place for individual pupils. • Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> ✓ Internal signage ✓ Large print resources ✓ Pictorial or symbolic representations <p>If needed Braille, Induction loops and other specialist tools and resources may be used to meet the needs of all with reference to effective communication and learning.</p>	<ul style="list-style-type: none"> • Collection of data on school entry for new starters. • Pupil information reviewed annually via appropriate forms. • Ensure teachers are fully aware of parental needs. • Update EHCP's when required for review. 	<p>Headteacher, Mr Blackburn.</p> <p>Admin Staff.</p> <p>SENDCO.</p> <p>All staff – Class Dojo.</p>	<p>Headteacher and SENDCO.</p>	<p>Parents, children and staff with disabilities are able to access written material.</p> <p>School website is accessible to all. Parents are up to date with events in school.</p> <p>Teachers are aware of parents' preferred methods of communication.</p>