



# St John's Church of England Primary School

## Accessibility Plan

Date Approved:	Autumn 2023
Headteacher:	Ms Anna Pyatt
Chair of Governors:	Mr Robin Davis
Review Date:	Autumn 2024

Love, Respect, Value

St John's Church of England Primary School is committed to high expectations for all and to embracing equality.

This policy should be read in conjunction with the Equality Statement, Inclusion Policy, SEND Policy, Health and Safety Policy and the Behaviour Policy.

## **Statement of Intent**

At St. John's, we grow in love and respect, practising our key values in all that we do. This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our children learn within and beyond the classroom. These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

We aim to take the necessary steps to ensure that every young person is given equal opportunity to develop socially, to learn and to enjoy life in our school community. At St John's C of E Primary School we see every child as a unique child of God and we aim to support all children with a disability while building for independence.

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

### **Definition of Disability**

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

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

### **Legal Context**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The effect of the laws mean that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils.

## Aims

The aims of the plan are:

- To increase access to the curriculum for children with disabilities
- To improve the delivery of information to children and all stakeholders with a disability
- To improve access to the physical environment of the school

### School Access Action Plan 2023-2025

#### Access to the curriculum

Target	Strategies	Timescale	Responsibility	Outcome
To continue to build on staff confidence when planning for children with complex SEND.	Staff Training Monitor planning Reviews and discussion during pupil progress. Discussions during Assess, Plan, Do, Review Meetings.	On – going	SENCo	Raise confidence of staff in supporting children across the curriculum. All staff to feel confident in planning for all children as part of ‘Quality First Teaching’ and for one to one adults working with those with exceptional needs. Evidence of “Reasonable Adjustments’ and differentiation in place.
Develop the confidence of staff delivering interventions.	Staff Training	On – going	SENCo	Training for specific needs when required. For example: English as Additional Language (EAL) training, Zone of Regulation and other specific training. Planning and work scrutiny.
To ensure that the curriculum caters for different genders, disabilities and cultures	Review books in library and classroom Review foundation curriculum subjects	On – going	SENCo and subject leaders	Books aimed at different genders and cultures are available in school. Topics aimed at different genders/cultures/ disabilities evident in the curriculum. Wider curriculum reflects diversity of school community.

Support the children who are new to English.	Use of adults who speak the language to support the children.	On – going	SENCo	Children who are new to English have access to support from an adult within the school who speaks their first language, where possible.
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### Access to the Physical Environment

Target	Strategies	Timescale	Responsibility	Outcome
To be aware of the access needs of children with disabilities, staff, governors and parents/ carers.	Create access plans for individual children with disabilities as part of the SEND (Special Educational Needs and Disabilities) process. Ensure staff and governors can access areas of school. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school becomes physically impaired. Ensure all fire exits are clear.	on going	SENCo / caretaker	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitor to ensure any new needs that arise are met. Parents have full access to all areas of school and inform the school if they are not able to. The school to make reasonable adjustments. PEEPs are prepared and reviewed as individual needs changes. All fire exits are accessible and clear of obstacles.
Accessibility around the school both inside and outside areas.	Review all internal and external access. Actions to be identified and ensure working towards.	Spring 2024	Caretaker and SLT	Staff, children and visitors have access to the main building and outside space which caters for mobility issues / wheelchairs. All access to the school is step-free.

				A lift is available for those who are not able to use the stairs.
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**Access to Information**

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcome</b>
Key information translated for parents/carers	Translators or school staff where applicable to help support the sharing of information. Ensure languages are available on website.	On going	SENCo and SLT	Parents to be able to access information in their first language