

St John's C of E Primary School

Accessibility Plan



St John's Church of England Primary School

Accessibility Plan

Date Approved:	June 2022
Headteacher:	Mrs Samantha Da Costa
Chair of Governors:	Mr Robin Davis
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Love, Respect, Value

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

This Accessibility Plan is aimed at ensuring that disabled pupils can participate in the curriculum and all aspects of school life.

Definition

A child or young person is deemed to have a disability if s/he has a learning, physical, mental or emotional condition which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools, or, where as a direct result of the condition s/he has a significantly greater difficulty in learning than the majority of others of the same age.

This definition includes young people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. Also, children with ADHD, Autistic Spectrum Disorder, Down's 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 and diagnosed eating disorders are all included.

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 those young people with a disability while building for independence. So, with the agreement of parents and medical professions and, where appropriate, the pupil, support will be geared to developing independence for adult life. Provision and progress for young people with a recognised disability is overseen by the SENCo.

Access to the Building and Facilities

The building, rooms and playgrounds are accessible to all. We do not refuse admission due to a disability where reasonable adjustments in line with relevant legislation to meet the needs of individual young people can be made. We have lift access to all floors and an alternative means of returning pupils, both able and disabled, to the ground floors in the case of emergency, fire or lift failure.

The Medical Room is accessible for wheelchair use and there is a range of specialist equipment provided.

There are two allocated disabled parking spaces at the front of the school building.

All classrooms are accessible for wheelchair use and, where needed, specialist furniture, auxiliary aids and equipment are provided to make reasonable adjustments for the young person.

School Trips

We aim to allow all pupils access to school trips. All pupils will have access to school trips where reasonable adjustments can be made. Where specialist transportation is required this will be provided.

Staff accompanying school trips will be trained to meet the needs of the pupils. A named member of staff will have specific responsibility for the young person on a trip. The Care Plan will be amended to meet the specific needs associated with the trip supported by the parents, a school nurse or a healthcare professional.

Where there is need, modifications to the trip will be made to allow access for all pupils. Where an activity cannot be made accessible for children with exceptional needs, or where health and safety may be compromised, a reasonable adjustment will be provided through an alternative activity.

Curriculum

All areas of the curriculum are available to all pupils regardless of disability. Where an activity cannot be made accessible a reasonable adjustment will be provided through an alternative activity; for example a throwing and catching activity may be used as an alternative to running.

Where a pupil's disability means they will be unable to write, chromebooks and learn-pads are used. Large text, writing slopes with pencil grips and other specialist equipment will be provided where appropriate.

Modifications to timetables and the curriculum are made where this is a reasonable adjustment and still allows the pupil access to a full curriculum.

Access arrangements for tests will be applied for: these to include extra time, enlarged papers, readers, scribes and prompts. The testing for this application will be carried out by the SENCo or a suitably qualified member of staff.

Transition

All needs are assessed prior to transition and regularly updated using advice of the SENCo and relevant medical professionals. Where necessary the pupil will have a Care Plan which will be regularly amended to take into account changing needs. If training is needed to ensure appropriate support this will be arranged for a named member, or members, of staff before the date of transition. Where transition is mid-term the training and Care Plan will be provided as soon as is possible while endeavouring to avoid delay to the pupil starting at St John's C of E Primary School.

Support

Support offered to those with a recognised disability will involve a mixture of types of support to meet the needs of individual young people and their need to develop independence. This may include:

- Support from Teaching Assistants in class and at other times during the school day. (This will not take the form of one-to-one full time support in the vast majority of cases as this is not compatible with the need to develop independence but may include some in class support)
- Support from the Pastoral Team
- Withdrawal groups where appropriate
- Modification to timetable where appropriate
- Reasonable adjustment to existing facilities
- Reasonable adjustment to the provision of specialist equipment
- Teaching staff trained and informed to allow them to meet the individual needs of students when planning and resourcing lessons; the training of teaching and non-teaching staff is provided by the SENCo and, where necessary, in conjunction with medical or mental health care professionals
- Progress and needs of individual students with specific disabilities monitored and where need identified extra support or provision provided
- Emotional and social needs, where identified, supported through mentoring, school counsellor and referral to external provision