



St. John's Primary Academy

'Growing young minds: a great place to enjoy learning!'

ACCESSIBILITY PLAN

Reviewed and updated: December 2022

Next review: November 2024

Status: Statutory

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents 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. John's Primary Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the 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 after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Health & Safety
- Additional Needs
- Behaviour Management
- School Improvement Plan
- Teaching and Learning Policy

Improving Physical Access at St. John's Primary Academy

Barrier identified	Solution	Action	Achieved
All entrances, exits to be fitted with ramps and hand rails.	Ramps, handrails needed	Discuss with premises committee – review action needed	
Toilet facilities	Doors not wide enough for wheelchair access		Hygiene suite available
No disabled parking	Disabled parking outside entrance	Signage	Disabled space available
Rooms with poor acoustics and noisy equipment – re hearing disabled – hall performances for visitors	Review of audio equipment	Discuss with premises committee – review action needed	Hall audio equipment - new 2016
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the IEP process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers</p> <p>Consider access needs during recruitment process</p>	<p>As required</p> <p>Induction and on- going if required</p> <p>Parents' evenings</p> <p>Recruitment process</p>	<p>SENCO has put plans in place</p> <p>Ongoing e.g. Action in place for one member of staff e.g. adjusted and reserved parking, adjusted working – not in EYFS low chairs. Chairs ordered for staff with back problems x 3 Adjusted working for staff – not in EYFS – low chairs</p> <p>Considered and access needs</p>

			addressed.
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager New paving has been put in place to support wheelchair access to school site

Improving the Curriculum Access at St. John's Primary Academy

<u>TARGET</u>	<u>STRATEGY</u>	<u>OUTCOME</u>	<u>TIMEFRAME</u>	<u>ACHIEVEMENT</u>
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment Protected characteristics training for staff Nov. 22
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	HT, KS leaders, Assistant Head, SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning	As required	HT, KS leaders, Assistant Head, SENCO	Raised confidence of support staff Individual training for staff working directly with some pupils – in place.

	modules if required			
Ensure all staff are aware of disabled children's curriculum Access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	HT, KS leaders, Assistant Head, SENCO	All staff aware of individuals needs SENDCo – writes plans as needed
Use ICT software to support learning	Make sure software installed where needed	As required	Computing Leader	Wider use of SEN resources in classrooms Computing Lead and SENDCo.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC Leader	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE leader	All to have access to PE and be able to excel
Training for relevant staff on strategies for inclusion of pupils with EAL	All staff attend appropriate training. Outreach provision from external agencies.	Relevant staff are familiar with the criteria for identifying specific needs and how best to support children with EAL in the classroom.	Ongoing	Children with EAL are successfully included in all aspects of school life.
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed annually	Children who need individual adult support to participate in some activities have access to this support e.g. diabetes – supported during P.E. by a trained staff member
On-going monitoring of data (including vulnerable	Work with teachers/SENCo and	Where pupils are not making expected progress, they are identified and the	Ongoing	School matches and exceeds national data

groups) to ensure all pupils are getting full curriculum entitlement needed to guarantee progress.	data governor to ensure all pupils are making expected progress. Facilitate 'data transition' meetings.	teacher (sometimes with the SENCO) targets interventions to increase progress rates.		for number of pupils reaching expected level in English and Maths.
Successful transition of VI pupils to KS3	Prepare student through school visits, early meeting of new support staff and emotional support as necessary	Successful transition to KS3	Term 6	Successful transition to KS3

Improving the Delivery of Written Information at St. John's Primary Academy

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their	As required Each Sept	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire

	responsibilities		SENCO	
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access (School House excepted) Egress routes visual check	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress
Awareness of parents who may have difficulty accessing standard communication formats, and provision of alternative communication.	Approach parents with EAL or learning needs to ensure they get the information they need	Parents with EAL or other communication needs will know what is happening within the school	Ongoing	Delivery of information to pupils and parents/ carers improved