



# St. John's Primary Academy

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

## ACCESSIBILITY PLAN

Reviewed and updated: December 2022

Next review: January 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**

| <b>Barrier identified</b>  | <b>Solution</b>   | <b>Action</b>   | <b>Achieved</b>   |
|--|---|---|---|
| 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/<br>Governors/ Site manager<br>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<br><br>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<br><br>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<br><br>Assign CPD for dyslexia, differentiation and recording methods<br><br>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<br><br>Staff access appropriate CPD<br><br>Online learning  | As required   | HT, KS leaders, Assistant Head, SENCO | Raised confidence of support staff<br><br>Individual training for staff working directly with some pupils – in place.              |

|  |  |   |                                       |  |
|--|--|---|---------------------------------------|--|
|  | modules if required  |   |                                       |  |
| Ensure all staff are aware of disabled children's curriculum<br><br>Access | Set up a system of individual access plans for disabled pupils when required<br><br>Information sharing with all agencies involved with child                    | As required   | HT, KS leaders, Assistant Head, SENCO | All staff aware of individuals needs<br><br>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<br>Computing Lead and SENDCo.   |
| All educational visits to be accessible to all                             | Develop guidance for staff on making trips accessible<br><br>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<br><br>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<br><br>Develop a system to ensure all staff are aware of their | As required<br><br>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)<br><br>Egress routes visual check | On-going and as required and as appropriate<br><br>Weekly                                   | LA<br><br>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               |