



# Accessibility Plan

Adopted: February 2024

Review Due: February 2026 Rob Meech

## **St John's School Accessibility Plan**

### **School Aims**

At St John's we aim to provide a Christian, caring, secure family environment where each child is valued as an unique individual who is able to benefit from and contribute to the life of the school.

We value the trust placed in us by parents of the children in our care and we strive to ensure that all our children prosper and thrive. The environment we create is one where the children feel confident, secure, valued and able to express their views and opinions whilst understanding the importance of listening to others.

### **Purpose of the plan**

This plan shows how St John's Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

To ensure compliance with the Equality Act 2010 and the Disability Discrimination Regulations (Times and periods for accessibility strategies and plans for schools) 2005.

### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe).

St John's Catholic Primary School - The building is a typical mid 1900s designed two storey educational facility, of solid brick construction with a pitched roof. The most recent addition to the school is the office which was built in approximately 2014. The main entrance to the school has level access and access to most of the classrooms via other entrances are level and accessible to all. Within the exterior of the school there is a slope leading to the school hall; this is accessible for wheelchair users. We provide a disabled toilet for both parents, visitors, staff and children.

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At present we have no wheelchair dependent pupils, parents or members of staff.

### **Current range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We currently have 1 pupil who has a hearing impairment.

### Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

In two of our core values of the school we aim to help our children develop lively, imaginative and enquiring minds and to nurture a love of learning and we know that at the heart of everyone there are gifts of the spirit and we aim to discover and nurture the full potential of each individual. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Good Practice Timescale Respons Success Criteria ibility	Other document reference	Monitoring
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs As required SENCO Raised confidence of support staff Staff access appropriate CPD	Class Provision Maps Individual Child My Plans SEND plan	Dyslexia Monitoring

Ensure all staff are aware of disabled children's curriculum access

Information sharing with all agencies involved with child Make sure software installed where needed

Minutes of TAC Meetings

Use ICT hardware/software to support Set up a system of my plans/EHC for disabled pupils when required

As required SENCO All staff aware of individuals needs

As required SLT Wider use of SEN resources in classrooms Individual child's EHCPs ECHP monitoring review

SENDCo Termly Reports  
Class Provision Maps

Individual Child My Plans

learning		SEND plans	
All educational visits to be accessible to all	<p>Develop guidance for As required Class</p> <p>staff on making trips</p> <p>Teacher/E</p> <p>accessible</p> <p>Co-ord</p> <p>Ensure each new venue is vetted for appropriateness</p>	<p>Risk assessments for each trip outlining the need and how it is to be met.</p> <p>All pupils in school able to access all educational visits and take part in a range of activities</p>	All risk assessments are monitored by CS and RM.

Target	Strategies Timescale Respons	Success Criteria	Other document reference	Monitoring
Review PE curriculum to ensure PE accessible to all	<p>Gather information on As required PE</p> <p>accessible PE and</p> <p>disability sports</p> <p>Co-ordinat</p> <p>or</p> <p>Seek disabled sports people to come into school</p>	<p>All to have access to PE and be able to excel</p> <p>Children take part in specific events for SEND</p>	Sports premium Plan	<p>Governor monitoring</p> <p>Governor Visits</p>

### Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The School Development Plan is the vehicle for considering such needs on an annual basis.

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<b>Target</b>	<b>Good Practice Timescale Responsibility</b>	<b>Success Criteria</b>	<b>Other document reference</b>	<b>Monitoring</b>
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<p>The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors</p>	<p>To My Plan/EHC for individual disabled pupils as part of their admission process as required</p> <p>As required</p> <p>SENCO/ Governors</p> <p>Plans in place for disabled pupils and all staff aware of pupils needs</p> <p>Be aware of staff, governors' and parents' access needs and meet as appropriate</p> <p>Induction and on-going if required</p> <p>Executive Head</p> <p>Parents have full access to all school activities</p> <p>Through questions and discussions find out the access needs of parents/carers through parent questionnaire</p> <p>Annually</p> <p>Executive Head</p> <p>Access issues do not influence recruitment and retention issues</p> <p>Consider access needs during Recruitment process</p> <p>Executive</p>	<p>Starters form - Pupils</p> <p>Inductions forms - Staff</p>	<p>Safe-guarding monitoring – internal and external.</p>
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	<p>recruitment process</p> <p>Ensure staff aware of CPD</p> <p>Education Act 2002 (Standards in Schools)</p>	<p>Head</p> <p>Executive</p> <p>Head</p>		
<p>Layout of school to allow access for all pupils to all areas</p>	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any future redesign</p>	<p>Consider in any new development</p> <p>Executive</p> <p>Head</p> <p>Governors</p>	<p>Disabled parents/carers/visitors</p> <p>feel welcome</p>	

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<p>Improve signage and external access for visually impaired people</p>	<p>Yellow strip mark step edges</p> <p>On going H&amp;S</p> <p>Co-ordinator/ SENCO Executive Head</p>	<p>Visually impaired people feel safe in school grounds</p>		<p>Health and Safety Governor termly Monitoring</p>

<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Put in place Personal As required H&amp;S All disabled pupils and staff</p> <p>Emergency Co-ordinator working alongside are safe in the event of a fire</p> <p>Evacuation (PEEP) for all pupils with difficulties</p> <p>Develop a system to Review H&amp;S annually Co-ordinator ensure all staff are aware of their responsibilities</p>	<p>Emergency Plan</p> <p>Critical Incident Plan</p>	<p>Termly Fire Drills</p> <p>Fire Safety Visit reports</p> <p>Health and safety termly monitoring</p>
<p>Fire escape routes are suitable for all</p>	<p>Make sure all areas of On-going and Governors All disabled staff, pupils and school can have as required visitors able to have safe wheelchair access and as independent egress appropriate</p> <p>Egress routes visual check Weekly</p>	<p>Egress routes visual checks</p>	<p>Termly Fire Drills</p> <p>Fire Safety Visit reports</p> <p>Health and safety termly monitoring</p>

**Improve the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe.



In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

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<p>Review information to parents/carers to ensure it is accessible</p>	<p>Provide information During Office All parents receive information and letters in clear induction in a form that they can access print in 'simple' English School office will On going Office support and help parents to access information and complete school forms or online registration if required Ensure the school On going Office All parents understand what are the headlines of the school information website and all documents accessible via the school website can be accessed by the visually impaired.</p>		<p>Monitor website. Staff surveys.</p>
<p>Improve the delivery of information in writing in an appropriate format</p>	<p>Ensure the school website has a translation tool. Develop use of classdojo (this has a translation tool). Provide suitably enlarged, clear print for pupils with a visual impairment</p> <p>As required Office Excellent communication</p>		<p>Monitor website. Staff surveys.</p>

Ensure all staff are aware of guidance on accessible	Guidance to staff on dyslexia and accessible information	On going SENCO Staff produce their own information		
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formats				
Assessment data to be as accessible as possible	Develop disability friendly data formats	On going Principal Staff more aware of pupils preferred method of communication		Monitor website. Staff surveys.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible Ensure website has translate function	As required SENCO Pupils and/or parents feel supported and included		Monitor website. Staff surveys.

Target	Strategies Timescale Responsibility	Success Criteria	Other document reference	Monitoring
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<p>Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</p>	<p>Ensure website is fully compliant with requirement for access by person with visual impairment</p> <p>2022</p> <p>Completed</p> <p>Office All can access information about the school</p>		<p>Monitor website.</p> <p>Staff surveys.</p>
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