Accessibility Plan

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	Responsibility	Success Criteria	Other document reference	Monitoring
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff	Class Provision Maps Individual Child My Plans SEND plan	Dyslexia Monitoring
Ensure all staff are aware of disabled children's curriculum access	Set up a system of my plans/EHC for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs	Individual child's EHCPs	ECHP monitoring review Minutes of TAC Meetings SENDCo Termly Reports
Use ICT hardware/software to support	Make sure software installed where needed	As required	SLT	Wider use of SEN resources in classrooms	Class Provision Maps Individual Child My Plans	

Target	Strategies	Timescale	Responsibility	Success Criteria	Other document reference	Monitoring
learning				SEND plans		
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 | Class Teacher/Ed Visits Co-ord | All pupils in school able to access all educational visits and take part in a range of activities | Risk assessments for each trip outlining the need and how it is to be met. | All risk assessments are monitored by CS and RM. |

Target	Strategies	Timescale	Responsibility	Success Criteria	Other document reference	Monitoring
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 Co-ordinator | All to have access to PE and be able to excel

Children take part in specific events for SEND | Sports premium Plan | Governor monitoring

Governor Visits |

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

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Target	Strategies	Timescale	Responsibility	Success Criteria	Other document reference	Monitoring
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	H&S Co-ordinator/ SENCO Executive Head	Visually impaired people feel safe in school grounds		Health and Safety Governor termly Monitoring
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Review annually	H&S Co-ordinator H&S Co-ordinator	All disabled pupils and staff working alongside are safe in the event of a fire	Emergency Plan Critical Incident Plan	Termly Fire Drills Fire Safety Visit reports Health and safety termly monitoring
Fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	Governors	All disabled staff, pupils and visitors able to have safe independent egress	Egress routes visual checks	Termly Fire Drills Fire Safety Visit reports Health and safety termly monitoring

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

2022 | SENCO | Pupils and/or parents feel supported and included | | Monitor website.

Staff surveys. |

Target	Strategies	Timescale	Responsibility	Success Criteria	Other document reference	Monitoring
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	Ensure website is fully compliant with requirement for access by person with visual impairment	2022

Completed | Office | All can access information about the school | | Monitor website.

Staff surveys. |

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