



St. John's Primary Academy

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

ACCESSIBILITY PLAN

Reviewed and updated: October 2020 (3 years)

Next review: January 2023

Status: Statutory

1. This Accessibility Plan has been drawn up in consultation with staff and governors of the school.
2. 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.
3. 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.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. 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.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity

- Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Register
 - School Brochure and Mission Statement
 - Teaching and Learning Policy
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Site Manager. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. The Plan will be monitored through Committees of the Governors.

St. John's Primary Academy Accessibility Plan

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 | Information on website and school paper information to indicate that parking will be made available if the school is contacted. | Consider using front of main entrance – reive with Premises Committee | Achieved |
| Rooms with poor acoustics and noisy equipment – re hearing disabled – hall performances for visitors | Review of audio equipment | Discuss with Mrs Ballard | |
| 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 Additional Needs 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 through newsletter</p> <p>Consider access needs during recruitment process</p> | <p>As required</p> <p>Induction and on- going if required</p> <p>Annually</p> <p>Recruitment process</p> | <p>SENCO</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> |
| 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/ School Surveyor |

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

| <u>Target</u> | <u>Strategy</u> | <u>Outcome</u> | <u>Action</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 |
| 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 | 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 | As required | HT, KS leaders, Assistant Head, SENCO | Raised confidence of support staff |
| 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 |
| Use ICT software to support learning | Make sure software installed where needed | As required | ICT Leader | Wider use of SEN resources in classrooms |
| All educational visits to be accessible to all | Develop guidance for staff on making trips | As required | HT/EVC Leader/SEND | All pupils in school able to access all |

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|--|--|---|---------------------------|---|
| | accessible Ensure each new venue is vetted for appropriateness | | Leader | 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 enjoy and participate |
| 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. | Autumn 2014 and beyond | Children with EAL are successfully included in all aspects of school life. |
| Training for Awareness Raising of Disability & Equality Issues – including the importance of verbal, visual and physical communication. | Provide training for governors, staff and pupils. Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to Access – including pupils with SEN/EAL/VI/Down's Syndrome | September 2014 and beyond | The school population and its stakeholders will benefit from a more inclusive school and social environment |
| Review TA deployment | In review meetings with teaching assistants and teachers establish that TA's may be deployed outside of their "normal" year groups. | 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 |
| On-going monitoring of data (including vulnerable groups) to ensure all pupils are getting full curriculum entitlement needed to guarantee progress. | Work with teachers/SENCo and data governor to ensure all pupils are making expected progress. Facilitate 'data transition' meetings. | Where pupils are not making expected progress, they are identified and the teacher (sometimes with the SENCO) targets interventions to increase progress rates. | Ongoing | School matches and exceeds national data for number of pupils reaching expected English and Math's in all groups. |

St. John's Primary Academy Accessibility Plan

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

| Target | Strategy | Outcome | Action | Achievement |
|--|--|---|---|---|
| Availability of written material in alternative formats | The school will make itself aware of the services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | On going | Delivery of information in variety of formats. |
| 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 | On going | Delivery of school information to parents and the local community improved |
| Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities | As required Each Sept | SENCO Class teachers SLT SENCO | All disabled pupils and staff working alongside are safe in the event of a fire |
| 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 Class teachers | Delivery of information to pupils and parents/ carers improved |