

**St. John's C of E (VA) Primary School**  
**ACCESSIBILITY PLAN**



***‘That all may Love, Learn, Flourish’***

<b>Date:</b>	<b>November 2021</b>
<b>Frequency of review:</b>	<b>3 years</b>
<b>Responsible for review:</b>	<b>Premises</b>

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, SDBE and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- ☐ 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 duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- ☐ 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 within a reasonable timeframe;

- ☐ 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 timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- ☐ Equality Policy
- ☐ Health & Safety Policy (including off-site safety)
- ☐ Special Educational Needs Policy
- ☐ Behaviour Policy
- ☐ School Development Plan
- ☐ Asset Management Plan
- ☐ Prospectus
- ☐ pupil premium Spending Plan

8. Equality Impact issues will be taken into account as and when school policies are reviewed.

9. The Accessibility Plan will be monitored through the Governor Premises Committee.

10. The school will work in partnership with the Local Authority and the SDBE in developing and implementing this Accessibility Plan .

11. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Approved \_\_\_\_\_

DATE \_\_\_\_\_

Target	STRATEGY/ACTIONS	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<b>CURRICULUM ACCESS</b>  Ensure provision for children with SEND, EAL and those newly arrived is mapped across the school and that interventions are tracked and monitored for impact.	Inclusion Manager to map provision for these children across the school.  Termly pupil progress meetings to include scrutiny of provision and outcomes for all groups of pupils. SLT to review impact of interventions post pupil progress meetings.	Autumn 2021 – ongoing	Dependant on needs	Inclusion manager /SLT	SLT Governors	All pupils in these groups make good progress from their starting points.
<b>ACCESS TO CURRICULUM</b>  Ensure use of pupil premium is targeted to narrow within school attainment and progress gaps and raise the proportion of higher attaining children.	See annual Pupil Premium Spending Plan	See annual Pupil Premium Spending Plan	See annual Pupil Premium Spending Plan	Inclusion Manager	SLT Governors	Narrowing of attainment and progress gaps across the school. Increase in proportion of higher attaining children.
<b>ACCESS TO CURRICULUM</b>  Ensure all children continue to have access to the wider community to enhance & continue to enrich the curriculum and school outdoor area to enhance curriculum experiences.	Regular trips and visitors for all year groups as part of curriculum study.  Risk assessments include all health and safety requirements as well as any additional needs of pupils.  Ensure effective use of outdoor space enhance & enrich learning experiences to include restoration and use of spiritual garden and outdoor 'discovery' zone.  Identify opportunities for local visit opportunities given current embargo on trips to Central London  Create links with schools in contrasting localities to support curriculum – South America/India	Ongoing  Ongoing Spiritual Garden TBC	SMB to oversee spiritual gardens work being done.	All	SLT/ Governors	Pupils experience a rich curricular and extra - curricular experience with regular access to the wider community.
<b>CURRICULUM ACCESS</b>  Prioritise student participation in all school activities.	Promote student awareness of the opportunities available for participation by all pupils  Ensure student activities are accessible to all students.  Ensure that there is adequate provision for medical /dietary needs so that these children can access all aspects of school life.  Provide before school enrichment activities	Ongoing.	Dependant on needs	SLT.	S.L.T. Governors.	Increased participation in school life for students with disabilities.

Target	STRATEGY/ACTIONS	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<b>CURRICULUM ACCESS</b> Ensure all staff are well trained and equipped to meet the needs of all pupils in school.	Ongoing training for all staff in SEND based on needs of children in school  Continue GROW programme for teachers  Develop GROW programme for TAs  Ensure all staff are trained in meeting safeguarding, medical and dietary needs  Ensure that external providers meet our expectations in meeting pupil need.	Ongoing	Dependent on needs of pupils and SDP priorities	SLT/SBM	Governors.  SLT.	Grow programmes for TAs and CTs are well embedded leading to 100% good or better teaching throughout the school, with 70% outstanding.
<b>SCHOOL BUILDINGS ACCESS</b>  Ensure that access to school buildings and site can meet diverse pupil needs.	Improve the quality of provision in the 'bubble room'.  Accessibility & clarity of signs around school.  Awareness of independent access.  Clear identification of room functions.	Autumn 2021  Ongoing.	Dependent on needs identified	S.L.T  Governors.	Governors.	Access to school buildings and site improved.
<b>LEARNING ENVIRONMENT ACCESS</b>  Ensure that classrooms and communal indoor and outdoor learning spaces are optimally organised for SEND pupils within current restraints. Identify needs & actions for future improvements.	Plan classrooms in accordance with pupil need.  Purchase and organise resources within classrooms to reflect student need.  Incorporate accessibility into any proposed structural alternatives.  Provide quiet areas within the school.  Think beyond the ramp. Look at accessibility in all areas of school life.	Ongoing.	Dependant on Needs	S.L.T  Governors.	Governors.	Appropriate use of resources for diverse needs of pupils with disabilities.
<b>SCHOOL POLICIES</b>  Ensure all policies consider the implications of SEND Access.	Ensure all policies and practices meet legal expectations and are in line with priorities presented by the changing school demographic and SDP priorities.	Ongoing	N/A	Governors	Governors	Access to all aspects of school life for all students.

