



St. John's CE Primary School  
Wetley Rocks

# Accessibility Policy

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Approved by:	Governing Body 9.10.23

## **Aims**

St. John's CE Primary School aims to treat all stakeholders, including pupils, parents, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## **The Purpose of the Plan**

The purpose of this plan is to show how St. John's CE Primary School ensures accessibility of our school for disabled pupils.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. Definition of Disability A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day- to day activities.

## **Definition of Disability**

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

## **What will the Accessibility plan do?**

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEND Policy.
2. St. John's CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, 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.
3. St. John's CE Primary School Accessibility Plan shows how access is provided, and reasonable adjustments are made, where practicable, for pupils, staff and visitors to the school.

The Accessibility Plan contains 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 prepared for life. This encompasses 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 and maintain 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 hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. The Accessibility Plan will be published on the school website.

**1. Improve curriculum access for pupils with SEND:**

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
TAs / Class teachers to support in class to ensure pupils are able to access the curriculum fully.	Ongoing	SEND pupils are making the expected progress and gaps in learning are addressed.	Headteacher. Feedback from parents, staff and pupil. Observations and data analysis.
Resources are targeted at the needs of pupils who need individualised support including: <ul style="list-style-type: none"> <li>• Specialised/adapted equipment</li> <li>• Sensory equipment eg bounce bands, ear defenders, hug vests.</li> <li>• Visual prompts</li> </ul>	Ongoing as and when pupil needs arrive	Pupils visual, mobility and sensory needs are meet the needs of pupils	Headteacher Lesson observations, work scrutiny and data analysis.
Curriculum review to ensure curriculum design takes in to account the needs of all pupils and steps are taken to ensure ALL pupils can access the curriculum e.g. scaffolding, reasonable adjustments, adult support where appropriate, targeted intervention to address gaps.	Ongoing	ALL pupils have access to a broad and balanced curriculum	SLT Work scrutiny, curriculum map
Review vision and values to ensure individuality and diversity are celebrated.	Ongoing	The school’s vision and values are embedded within the school culture	SLT and teaching team Learning walk, behaviour logs
Ensure attendance is not a barrier to accessing the curriculum.  Educational welfare referral support.	Ongoing	All SEND pupils have attendance of 96% or above	SLT Monthly attendance reviews
Professional support ensuring teaching and learning is targeted at pupil need – use of outside agencies as part of the graduated approach.  Termly pupil support plan reviews.  Progress of SEND pupils is tracked effectively.	Ongoing	Staff are held to account for the provision and outcomes of pupils. SEND pupils make good progress due to support and targeted provision.	SENDCo / SEND Co governor.

**2. Ensure pupils social and emotional needs are met through pastoral support / ELSA (Emotional Literacy Support).**

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
Ensure pastoral support / ELSA meets and supports the needs of individual pupils. Provide weekly nurture support to pupils identified. Ensure this support is tracked to analyse the impact– threshold one support.	Ongoing	Needs of vulnerable pupils are met.	Headteacher. Observations and discussions with class teachers.  Termly reviews of Pastoral support.
Sustain Early Help support for vulnerable families through Staffordshire’s early help offer (Tier 2 and 3).	Ongoing	Needs of vulnerable pupils are met.	Early help reviews updates.

**3. Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.**

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
Ensure there is: <ul style="list-style-type: none"> <li>• Thorough planning.</li> <li>• Advance visits.</li> <li>• EVOLVE Form and Risk assessments completed and adhered to.</li> </ul>	Ongoing	School trips & residential visits are accessible for all pupils.	Head Teacher / SENDCo / Staff. Trip leaders. Feedback from pupils

**4. Improve and maintain access to the physical environment.**

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
Ensure that classrooms and other learning spaces are organised in a way that promotes independence for all pupils.	Ongoing	Classrooms accommodate the needs of ALL pupils so that curriculum time is maximised and physical disruption kept to a minimum. ALL pupils can access classrooms and classroom resources independently.	Headteacher / Health and safety Governor / All staff. Health and Safety checks / Learning Walks.
Ensure that pupils, staff, parents and visitors can access all areas of the school, including those areas used for out-of-school activities.	Ongoing	All pupils, parents, staff and visitors can access all areas of the school safely and independently. All pupils, parents, staff and visitors can exit the school safely in the event of an evacuation.	Headteacher / Health and safety Governor / caretakers.  Health and Safety checks.
Toilets/Changing facilities: Ensure that all pupils, staff, parents and visitors have access to toilets and changing facilities. Ensure that toilets and changing facilities can be accessed easily and independently.	Ongoing	All pupils, parents, staff and visitors can access toilets and changing facilities independently and safely.	Headteacher / Health and safety Governor / all staff.

Ensure that the school car park is equipped with a disabled parking space. Ensure that measures are taken within risk assessments and planning for extra-curricular events so that staff, parents and visitors can park and access the premises safely and independently.	Ongoing	All staff, parents and visitors are able to fully access the school premises, including for extra-curricular events, by parking close to entrances and exits.	Headteacher / Health and safety Governor / PE Lead.
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**5. Improve the delivery of information to pupils, parents and visitors with a disability.**

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
Parents & Visitors: Ensure that written material produced by the school is available in different formats to include (where necessary) large print, braille, alternative languages Liaise with the local authority to gather information for how to access information in alternative formats	Ongoing	All parents & visitors have full access to written information about the school All parents & visitors are fully informed about school activities and feel part of our school community.	Headteacher / SENDCo / Office Staff
Pupils: Ensure that written material and curriculum resources are available in different formats for pupils to access the full life of the school (For example, large print, dyslexia friendly overlays or coloured fonts, pictorial/visual cues, sign language.	Ongoing	All pupils have access to the written information needed to enjoy the full life of the school. Pupil well-being is improved and ALL pupils feel they have a positive role to play in their school community and can make a valuable contribution	Headteacher / SENDCo / All staff