



# St John's Meads Church of England Primary School

## Accessibility Policy and Plan

This policy was approved on 22.9.22  
This policy is due for review by 22.9.25

### **Introduction**

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors. We are committed to developing a culture of awareness, tolerance and inclusion. We interpret our duties positively, taking into account the necessary actions to remove barriers to inclusion. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. Our Accessibility Plan shows reasonable adjustments made to accommodate differing needs where practicable to prevent a person with a disability being at a substantial disadvantage in comparison with people without a disability.

### **Definition of Disability (Equalities act 2010)**

A person has a disability if they have a physical or mental impairment that has a substantial and long term negative effect on their ability to carry out normal day to day activities.

### **Purpose of the Plan**

The Accessibility Plan is drawn up in compliance with legislation and requirements relating to the DDA legislation

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/570382/Equality\\_Act\\_2010-disability\\_definition.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf)

The Accessibility Plan is structured to complement and support the school's Equality objectives. 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:

- Not to treat pupils with a disability less favourably
- To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
- To publish an Accessibility Plan



### **Areas of planning responsibilities**

The Accessibility Plan relates to key aspects:

- **Increasing access** to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as able bodied pupils 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**- the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information** - this includes providing information about the school and events in alternative formats when required or requested, within a reasonable time frame.

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

- Equality Policy
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour Policy
- School Development Plan
- School prospectus/Vision Statement

### **Contextual information**

St John's Meads is a 2 storey building. The ground floor is accessible. There is a ramp linking the reception area and hall to the classrooms and library. Two disabled toilets are available on the ground floor, one in the office area and one near the classrooms. The main entrance to the school has ramp access.



### Improving access to the physical environment

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

We have a range of equipment available for day to day use which is under constant review

Targets	Actions	Timescale	Responsibility	Outcomes
1. Access into school and reception to be fully compliant	Maintain access and allow for wheelchair users	Ongoing	Site Manager	Disabled parents/carers visitors are considered and welcomed.
2. The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils  Be aware of staff, governors and parents access needs. Consider access needs during recruitment process	As required  As required	SENCO  Headteacher/Site Manager  Headteacher	All staff aware of pupils' needs  On-going improvements in access to all areas when undertaking routine and maintenance works. All staff governors and parents feel confident their needs are met
3. Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets, one in main corridor by classrooms and other in staff area	Ongoing	Site Manager	Physical accessibility of school increased



4.Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans b) Develop a system to ensure all staff are aware of their responsibilities	Reviewed annually	SENCO	All disabled children and staff working with them are safe and confident in event of fire following regular fire-drills and evacuation procedures and responsibilities
5.Ensure accessibility of access to IT resources	Alternative equipment in place to ensure access to all hardware - wireless laptops Liaise with VI/HI specialists on information with regard to the visual and hearing impaired pupils Closed captions to be turned on when using videos as routine, during assemblies, staff meetings and teaching.	Ongoing	SENCO	Hardware and software available to meet the needs of children as appropriate
6.Ensure all fire escape routes are suitable for all	Monitored as part of Fire Risk Assessment	Ongoing	Site Manager	Fire Risk Assessment

### Improving access to the curriculum

Improving teaching and learning lies at the heart of the school's work. Through self review and continuous professional development we aim to enhance staff knowledge, skills and understanding. It is a core value of the school that all children are enabled to participate fully in the broad life of the school.



Targets	Actions	Timescale	Responsibilities	Outcomes
6.All teachers and teaching assistants have the necessary training to identify, teach and support disabled pupils.	All staff attend appropriate training - Assign INSET, staff meetings and TA meetings to training identified e.g. dyslexia, Downs Syndrome, differentiation, alternative recording methods Outreach provision from external agencies. Epi-pen. Ana-pen training. Asthma Inhaler training, CLASS, sensory needs service	Ongoing  Ongoing	SENCO  First Aid Coordinator (office Manager)	Raised confidence of staff in strategies for differentiation and increased pupil participation.
7.All staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information sharing with all staff and agencies involved with the child	As required	SENCO	All staff aware of individual pupils' access needs.
8.Ensure all staff are aware of, and able to use, SEND software and resources	Run i-training sessions on use of SEND Software e.g. predicted text, Widget, Clicker Sloping boards for pupils with fatigue problems or motor difficulties Coloured overlays for pupils with visual difficulty Specially shaped pencils and pens for pupils with grip difficulty	Ongoing	SENCO	Wider use of SEND resources in mainstream classes.



9. Review TA deployment	Review provision to ensure TAs are available to support pupils as required	As required	SENCO	Adult support is available during key times such as lunchtime, PE lesson in order for pupils to participate.
10. All extra curricular activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out of school provision to ensure compliance with legislation a) Develop guidance for staff on making trips accessible b) Centres chosen which include provision for disabled pupils	Ongoing  As appropriate	Headteacher  Educational Visits Coordinator	All out of school activities to be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Charging and Remission Policy Reviewed. All children in school able to access all school trips and take part in range of activities.
11. Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and resources to support the learning process in classrooms.	Ongoing	SENCO	Children have ready access to range of resources to support their learning
12. Review PE Curriculum to make PE accessible to all	Review PE curriculum to include disability sports	As required	PE Coordinator	Planning ensures full access for all.
13. Review all curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing - as curriculum policies are reviewed	Headteacher/Subject leaders	Updating of disability issues into all curriculum areas.
14. Ensure disabled children participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by disabled children		SENCO	Disabled children confident and able to participate equally in out of school activities.



### Improving access to information

In planning to make written information available, we need to establish the current level and need and be able to respond to changes in the range of need.

Targets	Actions	Timescale	Responsibilities	Success criteria
15. Availability of written material in alternative forms when specifically requested including languages other than English, large print, using visual symbols	The school will make itself aware of the services available for converting written information into alternative formats Access the school's ICT infrastructure to access a range of materials supportive to need School office staff/TAs will support and help parents to access information and complete forms for them.	As required  As required	Office Manager	Format of documentation altered appropriately
16. The curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum Staff meet to share good practice	Ongoing	SENCO	All children access all aspects of the curriculum with use of visual symbols in all classes