

St John and St James C of E Primary School



ACCESSIBILITY POLICY

Document Information			
Policy Number:	2	Created by:	J Nagle
Reviewed by:		Responsibility:	Deputy Head Teacher
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Signature (FGB)		Signature (Head)	

VISION & VALUES OF ST JOHN AND ST JAMES

Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven.

'I have come that they may have life, and have it to the full'.

1 John 10 verse 10

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.

Purpose and Aims

1. The School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, LDBS 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 and electronic 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

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 Finance and Resources Committee.

10. The school will work in partnership with the Local Authority and the LDBS 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

ST. JOHN & ST JAMES C of E SCHOOL ACCESSIBILITY PLAN 2021-2022

TARGET	STRATEGY/ACTIONS	TIMESCALE	FINANCE	RESPONSIBILITY	MONITORING	SUCCESS CRITERIA
<p>CURRICULUM ACCESS</p> <p>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.</p>	<p>SENCO to map provision for these children across the school.</p> <p>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.</p> <p>Develop provision for EAL students.</p>	<p>January 2021 – ongoing</p>	<p>Dependent on needs in line with LSPs/ EHCPs & EAL needs.</p> <p>Provision Map Software £753.00</p>	<p>SENCO/DHT for Inclusion</p>	<p>SLT GOVS</p>	<p>All pupils in these groups make good progress from their starting points.</p>
<p>CURRICULUM ACCESS</p> <p>Ensure that interventions for pupils with SEND are tightly matched to their needs and barriers to learning, and close the gap between them and their peers, ensuring that they are included in the curriculum alongside their peers.</p>	<p>SENCo to monitor engagement of pupils with SEND in and effectiveness of current programme of interventions (as above, through Provision Map software and termly PPMs).</p> <p>SLT to review impact of interventions post PPMs.</p> <p>If needed, SENCo to explore implementation of new intervention programmes, as pupils’ needs change or new pupils arrive with additional needs.</p>	<p>January 2021 - ongoing</p>	<p>Dependent on needs – possibility of staff training or purchase of intervention programmes if new programmes are required.</p>	<p>SENCO</p>	<p>SLT GOVS</p>	<p>Pupils with SEND make accelerated progress, and barriers to inclusion in whole class curriculum are removed. Key skills learnt in intervention programmes carried over into class work.</p>

<p>CURRICULUM ACCESS</p> <p>Ensure that pupils with SEND have access to required additional resources that remove barriers to learning and access to the curriculum.</p>	<p>SENCo to work with teaching staff, through development of LSPs, to identify children who need additional resources, and ensure that these are provided. Learning Support Plan reviews to include review of effectiveness of resources in removing barriers to learning and participation.</p>	<p>January 2021 – ongoing</p>	<p>Dependent on needs in line with LSP/EHCP</p>	<p>SENCO</p>	<p>SLT GOVS</p>	<p>Pupils requiring additional resources are included in all areas of the curriculum, and make good progress from their starting points.</p>
<p>CURRICULUM ACCESS</p> <p>Ensure use of pupil premium is targeted to narrow within school attainment and progress gaps and raise the proportion of higher attaining children.</p>	<p>See Annual Pupil Premium Spending Plan</p>	<p>Ongoing See annual Pupil Premium Spending Plan</p>	<p>See annual Pupil Premium Spending Plan</p>	<p>HT/DHT for Inclusion</p>	<p>SLT/ GOVS</p>	<p>Narrowing of attainment and progress gaps across the school. Increase in proportion of higher attaining children.</p>
<p>CURRICULUM ACCESS</p> <p>Ensure all children continue to have access to the wider curriculum.</p> <p>Enhance & continue to enrich the curriculum by developing outdoor areas to enhance curriculum experiences.</p>	<p>Regular trips and visitors for all year groups as part of curriculum study.</p> <p>Risk assessments include all health and safety requirements as well as any additional needs of pupils.</p> <p>Ensure effective use of outdoor space; enhance & enrich learning experiences to include outdoor classroom.</p>	<p>Ongoing June 2021</p>	<p>· £2500 Trees for Cities – Edible Playgrounds</p>	<p>SLT HT/DHT for Inclusion</p>	<p>SLT/ GOVS</p>	<p>Pupils experience a rich curricular and extra-curricular experience with regular access to the wider community.</p>

<p>CURRICULUM ACCESS</p> <p>Promote the involvement and participation of disabled students in all school activities taking account of a variety of learning styles when teaching. All out-of-school activities are planned to ensure the participation of the whole range of pupils, wherever possible.</p>	<p>Ensure student activities are accessible to all students.</p> <p>Ensure that there is adequate provision for medical /dietary needs so that these children can access all aspects of school life. Reasonable adaptations such as: wheelchair access, screen magnifier software for the visually impaired, sticky keys to aid disabled users in using a keyboard, large-print physical resources for visually impaired, giving alternatives to enable pupils with disabilities are able to participate successfully in lessons.</p> <p>Create positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people</p>	<p>Ongoing.</p>	<p>Sports coaching sessions and clubs £1,520 including sports premium</p> <p>ICT updates Interactive screen in Acorn £1000</p> <p>PHSE curriculum and promoting school ethos</p>	<p>SLT</p>	<p>SLT SENCO Governors.</p>	<p>Increased participation in school life for students with disabilities through provision of a variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school</p>
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TARGET	STRATEGY/ACTIONS	TIMESCALE	FINANCE	RESPONSIBILITY	MONITORING	SUCCESS CRITERIA
<p>CURRICULUM ACCESS</p> <p>To continue with CPD through staff meetings and training to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them</p>	<p>Ongoing training for all staff in SEND based on needs of children in school</p> <p>Ensure all staff are trained in meeting safeguarding, medical and dietary needs</p> <p>Ensure that external providers meet our expectations in meeting pupil needs.</p> <p>Pupil Progress Meetings</p> <p>Parent Meetings</p>	Ongoing	<p>£1400 SEN CPD SLA</p> <p>£5600 EPS</p>	SLT	<p>Governors.</p> <p>SLT.</p>	<p>All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum</p>
<p>SCHOOL BUILDINGS ACCESS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<p>Accessibility & clarity of signage around school.</p> <p>Awareness of independent access.</p> <p>Clear identification of room functions.</p> <p>Maintenance of lift to enable access to top floor</p>	Ongoing	<p>Dependent on needs identified</p> <p>Lifts £1500</p>	<p>SLT</p> <p>Governors.</p>	Governors.	<p>Access to school buildings and site improved.</p>

<p>LEARNING ENVIRONMENT</p> <p>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.</p>	<p>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. Look at accessibility in all areas of school life. Audit school site to assess currently accessibility for pupils with SEND (AET Standards).</p>	<p>Ongoing.</p>	<p>Dependent on needs,</p>	<p>SLT Governors.</p>	<p>Governors.</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p>
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of SEND Access.</p>	<p>Ensure all policies and practices meet legal expectations and are in line with priorities presented by the changing school demographic and SDP.</p>	<p>Ongoing</p>	<p>N/A</p>	<p>SLT Governors</p>	<p>Governors</p>	<p>Access to all aspects of school life for all students.</p>

<p>COMMUNICATIONS</p> <p>Ensure pupils, staff and parents and governors have a voice and avenues of communication with the school.</p>	<p>School Council Pupil Voice within Learning Support Plans (training for staff on how to determine the Pupil Voice for pupils with complex needs) Annual Parent Questionnaire Parental feedback Questionnaires as and when necessary Meet the teacher and parental Consultations Weekly diary meeting and staff news Weekly TA meetings Improve communication with all parents through use of app.</p>	<p>Ongoing</p>	<p>Dependent on need</p> <p>ELC Excellence in Learning Community £1700</p> <p>£500</p>	<p>SLT GOV</p>	<p>SLT GOV</p>	<p>Improved outcomes in pupil, parent and staff questionnaires. Improved engagement with harder to reach communities.</p>

