

## St John & St James CE Primary School



### Accessibility policy and Accessibility Plan

Document Information			
<b>Policy Number:</b>	3	<b>Created by:</b>	Enfield LA
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<b>Review Cycle:</b>	Every 3 years	<b>Ratified by FGB:</b>	November 24
<b>Signature (FGB)</b>		<b>Signature (Head)</b>	

## **Introduction**

St John and St James C of E Primary School aims to treat all stakeholders, including pupils, prospective pupils, 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. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. 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 and St James intends, over time, to increase the 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

## **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 SEN Policy, both of which can be accessed via our website.
2. St John and St James C of E Primary School is committed to providing an accessible 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. The St John and St James Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. 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 as prepared for life as are the able-bodied pupils. 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 includes 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. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
    - Curriculum
    - Behaviour Policy
    - Equality and Diversity Policy
    - Health & Safety Policy
    - SEND Policy & Information Report
    - School Improvement Plan
  6. The Accessibility Plan will be published on the school website.
  7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body
  8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

November 2023

## St John and St James Accessibility Action Plan

### 1. Curriculum accessibility

**Standard:** Increase the extent to which disabled pupils can participate in the school's curriculum by setting suitable learning challenges, by responding to pupils' diverse learning needs and by over-coming potential barriers to learning and assessment for individuals and groups of pupils

<b>Strategies</b>	<b>Activity Recipients Timescale/</b>	<b>Activity Recipients Timescale/</b>
<p>Improve provision for pupils with special educational needs:</p> <ul style="list-style-type: none"> <li>● Provide regular training for teachers/TAs on adapting the curriculum for disability pupils</li> <li>● Undertake an audit of staff training requirements</li> <li>● Monitoring cycle to regularly review provision</li> <li>● Training for teaching staff on high quality teaching</li> <li>● Reviewing planning and delivery approaches to the curriculum including consulting and involving pupils, flexible groupings, peer support.</li> <li>● Working with multi-disciplinary agencies e.g. ECASS, EASA, Educational Psychology, Speech and Language</li> <li>● Class teachers to use Inclusion folder outlining SEND pupil needs, strategies &amp; programme &amp; Care Plans</li> <li>● Provision mapping of all pupils on SEND Register</li> <li>● Maintain an update &amp; accurate SEND Register</li> <li>● Effectively track progress of SEND pupils and those of concern and set aspirational targets to improve attainment and progress</li> <li>● Increase independence, self-help and community skills for SEND pupils</li> <li>● Provide personal passport for more complex children</li> </ul>	<p>Pupils, teachers, parents Ongoing</p>	<p>Annual audits Termly SEN register update Termly monitoring cycle</p>

<ul style="list-style-type: none"> <li>● Provide equipment to meet access needs (ie specific technology and simple aids)</li> <li>● Provide appropriate ICT programmes for SEND pupils across the curriculum including independence &amp; community skills</li> <li>● Ensure appropriate differentiation of teaching programmes through the use of appropriate materials, resources, tasks etc to allow curriculum access, enrichment and extension to meet the needs of all pupils.</li> <li>● Whole staff training in a variety of trauma informed approaches</li> <li>● Key staff attend COSIE training for positive handling and de-escalation strategies</li> <li>● SEND pupils are discussed at Pupil Progress meetings with staff</li> <li>● Whole staff INSET on Zones of Regulation, ELKLAN, Dyslexia, Colourful Semantics</li> <li>● Involvement of pupils in annual reviews and in personalised planning</li> </ul>		
<p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>● All teachers/TAs are able to more fully meet the requirements of disability children’s needs with regards to accessing the curriculum</li> <li>● Children are able to access the curriculum according to their level of need. All appropriate staff and children are able to use resources effectively</li> <li>● Staff are confident to meet the needs of pupils with a diverse range of learning and behaviour needs</li> <li>● All pupils to make expected progress with their individual targets.</li> <li>● Effective monitoring, tracking and recording of pupil progress</li> <li>● All pupils have access to all that school life has to offer</li> <li>● All pupils as far as possible are able to access educational visits</li> <li>● All staff and governors have a clear understanding of inclusion</li> </ul>		

## **2 Physical Accessibility**

**Standard:** Improve the physical environment of the school for the purpose of increasing the extent to which pupils with special educational needs are able to take advantage of education and associated services provided or offered by the school.

Strategies	Activity Recipients Timescale/	Activity Recipients Timescale/
<p>Continue to maintain the adaptations:</p> <ul style="list-style-type: none"> <li>● Ramps to enable wheelchair access</li> <li>● Disabled user’s toilet and hygiene rooms with changing facilities</li> <li>● A shower and toilet with disabled access</li> <li>● Review height of desks, work stations, classroom organisation</li> <li>● Review emergency exit procedures to ensure all have access to escape routes</li> <li>● Evac Chair for KS2 upper building for emergency procedures (one at the top of each Atrium staircase)</li> <li>● Lift in the KS2 upper building</li> <li>● Pupil Emergency Evacuation Plan (PEEP) in place &amp; implemented for specific pupils</li> <li>● Portable ramp available in school for access to stage area and transport</li> <li>● Sensory garden</li> </ul> <p>Further development of provision:-</p> <ul style="list-style-type: none"> <li>● To provide training for using the EVAC chair</li> <li>● To improve and refurbish the Sensory room and Acorn classroom</li> <li>● To provide portable hoist for physically disabled pupils</li> <li>● To provide physiotherapy equipment to extend motor skills</li> <li>● To provide Accessible parking space for disabled users near to Office / reception</li> </ul>	<p>Pupils &amp; visitors</p> <p>Pupils across school</p> <p>Pupils &amp; visitor with physical disability</p>	<p>Annual audit and review of the physical environment</p>
<p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>● Improved accessibility for all.</li> </ul>		

### **3 Provision of Information**

**Standard:** Improve the delivery to disabled pupils of information which is provided in writing for pupils with SEND.

<b>Strategies</b>	<b>Activity Recipients Timescale/</b>	<b>Activity Recipients Timescale/</b>
<p>Improved provision of information as / when required:</p> <ul style="list-style-type: none"> <li>● Identify materials which require enlargement or adaptation</li> <li>● Use alternative methods of recording, assessment and monitoring.</li> <li>● Use member of staff to read / scribe for pupil</li> <li>● Provide teaching materials in different forms</li> <li>● Ensure that children with hearing loss are spoken to clearly, and have hearing / radio aids maintained well.</li> <li>● Care Plans available in the Inclusion File and in Main Office/Welfare Room and regular training to inform staff of medical needs of specific pupils</li> </ul>	<p>SEND Pupils</p>	<p>Annual review of the curriculum resources and materials</p> <p>Access arrangements reviewed annually</p> <p>Medical training as needed</p>
<p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>● Successful pupil access to information.</li> <li>● Able to provide written information in different formats as and when required for individual purposes</li> <li>● Disabled pupils accessing curriculum and making progress in their learning</li> <li>● Accessibility Plan targets achieved. All pupils reach their full potential. Staff and Governors are aware of the plan and can articulate the objectives and outcomes to all stakeholders and quality assure additional provision.</li> </ul>		