



## ST. JOHN THE EVANGELIST CHURCH SCHOOL

### Accessibility Plan Spring 2021

#### **Purpose of Plan**

This plan shows how St. Johns school intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

#### **Definition of Disability**

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

#### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (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 of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

#### **Contextual Information**

The school has been in its current location since 1991. The original single storey building houses all the classrooms. Two group work areas are situated on an upper floor which is accessed by a set of stairs. A Disabled toilet is available on the ground floor by Owls Base.

There is wheelchair access throughout the ground floor. The main entrance to the School has level access.

At present there are no wheelchair dependent pupils, parents or members of staff.

#### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities.

A small number of pupils and parents have a hearing impairment.

#### **Increasing access for disabled pupils to the school curriculum**

Improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), the school aims to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. The school aims to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods  Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

## Improving access to the physical environment of the school

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

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if Required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment Process	Headteacher	Access issues do not influence recruitment and retention issues
	Ensure staff aware of Environment Access Standard			
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any re-design	Consider in any new development	SBM	Disabled parents/carers/visitors feel welcome

Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges	As required	SBM	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities	As required  Each Sept	SENCO  SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware  Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required  Software may be required  as required	ICT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access  Egress routes visual check	On-going and as required and as appropriate  Monthly	LA  SBM	All disabled staff, pupils and visitors able to have safe independent egress

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	KS1/office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current	School Office	All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible Formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

To be reviewed every 3 years

Signed: .....  
On behalf of Governors

Date:.....