



St John's Primary School ACCESSIBILITY PLAN

Introduction

At St John's we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- a. Increasing the extent to which disabled pupils participate in the curriculum
- b. Improving the physical environment of the school
- c. Improving the delivery to disabled pupils, parents, carers and visitors of information which is already available to those more able.

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

Audit of existing achievement/provision

1. PHYSICAL

Main Building – school accommodation.

- Wheel chair access via main entrance and year 3, 5 & 6 classrooms, no internal staircases, full wheelchair access to, hall; classrooms and disabled W.C.
- Classrooms and offices carpeted, improving acoustics.
- Audible fire alarm and school bell; fire procedures include arrangements for evacuating children with additional needs (Personal Evacuation Plans).
- Accommodation for 1:1 and small group work.

Bungalow – Family Centre

- Wheel chair access via ramp.

Pavillion at The Turf @ St John's

- Wheel chair access via entrance to all spaces and disabled W.C.
- All door furniture accessible from a wheelchair.

External

- Wheelchair access to main entrance and Early Years reception area

2. CURRICULUM

- Obtain data on future pupil population to facilitate advanced planning
- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information given to all staff
- LSA deployment to cover a mix of curriculum needs
- Special arrangements made for SATs (extra time applied for, use of amanuensis)
- Specialist resources available to support specific needs (scissors, rulers, writing slopes)
- Regular reviews of Individual Education Plan (IEP) with parents and all agencies involved.
- Pupils involved in target setting and IEP's
- Full time Family Support Worker, monitors pupil welfare and children at risk.
- SENCO half day support per week to oversee provision, provide assessment, make multi agency links and advise other teachers.
- Specialist services supporting learning and giving pastoral and inclusion support (Speech and language development, Educational psychologies, counselling)
- Support in class, children with additional needs, depending on their level of need have 1-1 support, some full time. Two graduate Support Assistants specializing in speech & language and ASD.

GOALS & TARGETS

A) CURRICULUM ACCESSIBILITY

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA
Increase the extent to which disabled pupils can participate in the school's curriculum	Staff Development Time (CPD) and Budget	<ul style="list-style-type: none"> Specific training for disabilities affecting pupils. 	Identified staff	Ongoing	Staff confident to support individual pupil
Setting suitable learning challenges		<ul style="list-style-type: none"> Groups of children following individual programmes with SENTA 	Selected children identified	Ongoing	Improved staff expertise
Responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils	BSA	<ul style="list-style-type: none"> Seek relevant advice to enhance curriculum for VI – PD and HI pupils 	Staff	As available / required	Improved access for specific children
		<ul style="list-style-type: none"> Purchase additional resources for SEN assessment and support base as required 	Pupils	Ongoing	Resources purchased and in use

		<ul style="list-style-type: none"> • All staff to receive disability training 			Improved knowledge and expertise
		<ul style="list-style-type: none"> • Families of pupils with disabilities able to borrow materials and receive support. 	Families	Ongoing	Records of loan and family evaluations.
	PSA team budget	<ul style="list-style-type: none"> • Curriculum policies to be updated in respect of inclusion 	All staff and pupils	Ongoing	Policies reflect inclusive practice
	SEN team	<ul style="list-style-type: none"> • Enhanced pastoral support for specific pupils 	All pupils	Ongoing	Parental satisfaction
		<ul style="list-style-type: none"> • Work differentiated in pace style and content 	All pupils	Ongoing	<p>Children achieve at their level.</p> <p>Staff able to understand the need for a broad range of teacher styles and strategies</p> <p>Improved staff confidence and expertise.</p>

	BSA / capital budget	<ul style="list-style-type: none">• Information to be displayed visually whenever possible	All pupils, families and visitors		
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B. Physical Accessibility

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA
Progressive planned improvements to the physical environment of the school	External capital funding	<ul style="list-style-type: none"> Classroom environment clearly labelled and organised with colour contrast for door architraves and handles Highlight step edgings by all exits Explore options to remove some of the external stairs and replace with ramps 	<p>Persons with PD</p> <p>All users of building</p> <p>All users of building</p>	Ongoing	Building made as safe and accessible as possible for all users.

C) PROVISION OF INFORMATION

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA
Improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled	Advice from physical sensory service and language support service	<p>Improved provision of information</p> <ul style="list-style-type: none">• Identify most user friendly formats and language• Identify materials• Identify providers of 'translation' services• Information about the school available in large print or on computer disc on request• Website, audio information available	Pupils and parent with disability	Ongoing	<p>Pupils and parents able to access information in different formats</p> <p>Register of use of service and record of comments.</p>

PUBLICISE THE PLAN

Ensure the full plan is available on request in a variety of formats (large print and electronic)

IMPLEMENTATION

Implement the plan by allocating adequate resources in the financial plan

EVALUATE THE PLAN

Consider :

- Is there greater satisfaction of disabled pupils and their parents with the provision made for them?
- Evidence of the greater involvement of disabled pupils in the full life of the school
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs
- Audit on the main curriculum areas
- Progressive improvement to the physical environment of the school
- Information for pupils, families and visitors available in a range of formats

ENSURE THE FUTURE OF THE ACCESSIBILITY PLAN

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including plans related to capital works and premises management, curriculum, information technology support services, staff training and associated services.

Reviewed: January 2021

To be reviewed: January 2024