



Accessibility Plan 2016-2019

Purpose

The purpose of this plan is to show how St Johns CE Primary Academy 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 is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

‘You have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.’

School Governors

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St Johns CE Primary Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to 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 time frame.
- Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Contextual Information:

St Johns CE Primary was built in 1983. Steps lead down to the school reception from the car park and a slope from the school building leads to a gate onto Lower High Street. Gates at the Addison Terrace entrance lead on to the playground.

Steps from the main building lead to the Early Years/KS1 building which has a sloping grassed area for the children to play.

Ramps allow access to the Reception office.

Improving the delivery of written/other information

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure information to parents/carers is accessible where needed.	Provide information and letters in clear print School office will support and help parents to access information and complete school forms Ensure website and all documents accessible via the school website, can be accessed by the visually impaired.	As required	All teaching staff Office/ Website design team	All parents receive information in a form that they can access
Improve the delivery of information in writing in an appropriate format for visual impairment	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	All teaching staff Visual Impairment Team (LA)	Pupils able to access written information.
Information for parents with no English Language. EAL	Letters/leaflets home to be written in parents' home language	As required	Office admin team Translation service support	Parents access school information and kept informed.

Access to the Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
To continue to provide a differentiated curriculum	Identify staff training needs on curriculum access CPD delivered for Literacy, Numeracy and SEND Ensure resources are appropriate and able to support the pupil's learning need		Leads with responsibility for: Literacy Numeracy SEND	Lesson planning and lesson observations demonstrate differentiation. Data shows that pupils make progress.
Ensure staff have specific training or awareness raised for any disability/medical issues	CPD for: <ul style="list-style-type: none"> • epipen training • staff given information about pupils medical/social needs for their classes • behaviour management • asthma • all EYFS paediatric first-aid trained 	<ul style="list-style-type: none"> • Spring 2016 • Autumn term • Summer 2016 	<ul style="list-style-type: none"> • School nurse • Teachers • Inclusion support BST 	Staff confident and able to deal with medical needs.
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	All staff	All staff aware of individuals needs
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible, ensuring each new venue is checked 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/advise school.	As required	PE coordinator	All to have access to PE and be able to achieve.

Improving access to the physical environment of the school

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the IEP process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p>	<p>As required</p> <p>Induction and on-going if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>SENCO</p> <p>Principal/Governors</p> <p>Principal</p> <p>Principal/Governors</p>	<p>IEPs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
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	When any new building work is planned	Principal Governors Site manager School Surveyor:(CECET)	Re-designed buildings are accessible to all
Enable access for pupils, staff, governors, parent/carers and visitors with visual impairment	Maintain contrasting edge to steps Ensure lighting is good	As required	Principal Governors Site Manager	Visually impaired people feel safe in school grounds
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from Inclusion Support/ hearing impaired unit on the appropriate equipment	As required	Appropriate bodies for hearing impairment SENCO	All children have access to the equipment
Ensure all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties, including accessibility for wheel-chair users.</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	On-going and as required	SENCO Principal Site Manager	All disabled pupils and staff working alongside are safe in the event of a fire

S. Brackpool

To be reviewed: 2019

