



PJSP07

St John's Primary School

Accessibility Policy



Approved by:	Governors	Date: Autumn 2023
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2024	
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Definition of disability.

A person who 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.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA make three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Teaching and Learning Committee of the Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability and St John's School: 'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'- the Disability Discrimination Act, 1995 definition of disability.

The School's Equality Policy is to ensure that there is no discrimination against any sub-group within our community. With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN Policy as well as its Equalities Policy.

Supporting Policies:

- Equalities and Diversity Policy
- SEN Policy
- Curriculum Policies □ Anti-bullying Policy
- Behaviour Policy
- Health and safety Policy
- School improvement plan

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2014), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Current Situation:

- The school is a split site and there is level access directly into the school through several entrances.
- There is a lift to the year 6 and year 4 classroom.
- There are two disabled toilets (one on each site), both with a hoist and changing table.
- There are 2 disabled parking bay directly outside the main entrance on the infant site.
- All teaching rooms have electronic white boards.
- All classroom doors are extra wide for wheel chair access.

4. Accessibility Plan

Objective	Strategy	Outcome	Timeframe	Result
Improving Access to the Curriculum				
Improve range of skills and experience available within the school so we are better able to assess and provide for the needs of pupils with SEND.	Audit staff's current skills, training and experience and plan future training.	Staff who are secure in their diagnosis of learning difficulties and abilities, and able to develop and advise on teaching strategies to enable pupils with SEND to fully access the curriculum.	Ongoing	Pupils are more able to access the curriculum regardless of their SEND.
Increased provision of laptops and tablets for use of interventions	For pupils to have access to interventions	Daily opportunities for children to use programmes such as IDL starspell	Ongoing, subject to funding.	Children to show increased progress in key skills.

Increase staff confidence in differentiating the curriculum to meet the needs of all learners	<p>Audit staff to identify training needs and make all staff aware of opportunities for professional development</p> <p>Additional specific CPD provided for identified staff.</p> <p>Seek the support of external agencies and services where appropriate eg VI team, HI team, ASD team.</p>	Staff will be confident with levels of differentiation and use of PK standards and the Birmingham tool kit to identify level child is working at and differentiate the child's tasks.	<p>Sept 2020/4</p> <p>Ongoing as part of school CPD programme</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Sept 2024</p> <p>Ongoing as part of school CPD programme</p> <p>Ongoing</p> <p>Ongoing</p>
All school visits, including residential visits in Y5 and Y6 to be accessible to all pupils	<p>Provide guidance for staff on making visits accessible, seeking support as above when required</p> <p>Assist staff with formulating risk assessments to consider the needs of pupils with disabilities</p>	All children benefit from experiencing and enjoying visits out of school and residential visits. Children with disabilities, their parents and staff feel confident	<p>Sept 2023 onwards</p> <p>Ongoing</p>	Continue to risk assess all school trips, ensure needs can be met and inclusive for all.
Ensure increased numbers of staff are Makaton training and are using this effectively in their practice to support communication.	Staff to attend regular Makaton refreshers and staff in school to share existing practice with other staff	Early Support in place for children with SEND. Increased understanding and communication for children with SLCN learners.	Ongoing, rolling through school to met individual pupils needs.	2 EYFS staff currently training in Makaton, continue to review.

Ensure after school clubs are accessible to all pupils	<p>Assist staff in formulating risk assessments to consider the needs of pupils with disabilities</p> <p>Ensure appropriate training of staff is undertaken to support disabled children</p> <p>Provide resources for all</p>	All children benefit from experiencing after school club and extra curriculum activities. Families of children with disabilities will feel that their child is safe and achieving.	Ongoing	After school clubs have been additionally resourced with equipment and staff where needed to met need. Activities i.e. sports adapted to be inclusive.
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Improving Delivery of Written Information

Improve communication with parents and accessibility to information	Review existing communication systems <ul style="list-style-type: none"> - Continue to produce curriculum newsletter - Continue welcome to school booklet - Continue parents evening meetings termly - Review text message service and e mail service - Develop the website to share information 	All parents able to access school information with appropriate support provided when required	Ongoing	Text service to parents purchased and used throughout school. School spider website purchased and used for all letters and relevant information. All policies are shared on website and made available in paper form upon request.
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Access to the Physical Environment

The school is aware of the access needs of pupils, staff, parents and governors	To create access plans for individual children with disabilities as part of the SEND Support Plan Process	Ongoing	From Sept 2023 as part of SEND support access, plan review, do process	All children with access issues identified and addressed with a clear support plan
Ensure access for all to Reception area for all	Ensure wheelchair access and appropriate seating are not obstructed or	Sept 2023	From Sept 2023	Disabled, parents, visitors etc feel welcome and have easy access to the

<p>Ensure safe access and learning environment for Visually/hearing impaired children/staff/parents/visitors</p>	<p>prevented by anything.</p> <p>Only necessary furniture and resources in the classroom. Rooms are tidy and there is a clear exit route and path through the classroom.</p>		<p>From Sept 2023</p>	<p>building</p> <p>All disabled will feel safe in their environment</p>
<p>Ensure all disabled pupils, staff and visitors can be safely evacuated</p>	<p>Ensure there is a Personal Emergency Evacuation Plan for all Disabled Pupils</p> <p>Ensure all staff are aware of their responsibilities in evacuation, particularly in relation to children with SEND</p>		<p>From Sept 2023</p> <p>From Sept 2023</p>	<p>All pupils are safe in the event of a fire</p>

5. The Accessibility Plan will be published on the school website.
6. The Accessibility Plan will be monitored through governing body committees and reported to the full governing body by the executive head teacher.
7. The school will work in partnership with Barnsley Local authority in developing and implementing this Accessibility Plan.

Review frequency: Every three years.

Created: September 2023.

Legislation: Equality Act, 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.