



## **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 without disability

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.

- Wheelchair 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

- Wheelchair access via ramp.

##### Pavilion at The Turf @ St John's

- Wheelchair 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
- Learning Support Assistant 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"> <li>Specific training for disabilities affecting pupils.</li> </ul>	Identified staff	Ongoing	Staff confident to support individual pupil
Setting suitable learning challenges		<ul style="list-style-type: none"> <li>Groups of children following individual programmes with SENTA</li> </ul>	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"> <li>Seek relevant advice to enhance curriculum for VI – PD and HI pupils</li> </ul>	Staff	As available / required	Improved access for specific children
		<ul style="list-style-type: none"> <li>Purchase additional resources for SEN assessment and support base as required</li> </ul>	Pupils	Ongoing	Resources purchased and in use

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

BSA / capital  
budget

- Information to be displayed visually whenever possible

All pupils,  
families and  
visitors

**B. Physical Accessibility**

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

### C) PROVISION OF INFORMATION

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA
<p>Improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled</p>	<p>Advice from physical sensory service and language support service</p>	<p>Improved provision of information</p> <ul style="list-style-type: none"> <li>• Identify most user friendly formats and language</li> <li>• Identify materials</li> <li>• Identify providers of 'translation' services</li> <li>• Information about the school available in large print or on computer disc on request</li> <li>• Website, audio information available</li> </ul>	<p>Pupils and parent with disability</p>	<p>Ongoing</p>	<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:** June 2024

**To be reviewed:** June 2027