

St John's CE VC Primary School

Accessibility Plan 2022-2025

St John's Primary School aims to ensure equality of education and opportunity for pupils with disabilities and special educational needs (SEND). The school has a statutory duty under the Equality Act 2010 to prepare and implement an accessibility plan. The purpose of an accessibility plan is to:

- increase disabled pupils' access to the school curriculum
- improve the physical environment for disabled pupils, and
- improve the provision of information to disabled pupils.

This accessibility plan also considers the needs of parents/carers, staff and governors with disabilities. It should be read in conjunction with the school's Equality Scheme, Equality Action Plan and SEN Policy and SEN Information Report. It covers the period 2022-2025 but will be kept under review by the Governing Body during that period and updated as necessary.

1. Improving access to the curriculum				
Action	Responsibility	Resources	Timescale	Outcomes
All pupils with SEND are included in class learning. Provision, support and resources are in place to meet needs as required	All staff	Training for staff regarding achieving inclusive education, as needed	On-going	High needs SEND pupils have significant support in place as referenced on their paperwork monitored three times per year. SEND Pupil voice indicated that children feel supported in their learning by staff.

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Ensure that relevant adults (with a need to know) are made aware of the individual needs of children with disabilities/SEND and that strategies are shared	Class teachers to share with LSAs, , After School Club,	Time to discuss/review Verbal information Pupil Profiles Behaviour Support Plans EHCP	Ongoing as needed	Verbal and written information is shared three times a year to LSAs, PPA staff and After school club to ensure staff are equipped to support SEND pupils.
Ensure that staff have appropriate training in disability/SEND issues (whole-staff training and specialist courses, as necessary)	SENDCo	CPD, as required	Ongoing based on needs (dependent on pupils with SEND on roll and expertise of staff)	Greater confidence of staff teaching and supporting pupils with disabilities/SEND.
Review class allocation/grouping arrangements where necessary	Class teachers with SENDCo/YGLs/ DHs	Time to discuss	Ongoing as needed	Class grouping arrangements discussed to ensure we meet the needs of all pupils including those with disabilities/SEND
To access funding for complex needs pupils requiring LSA support, where needed by accessing Top Up Funding/ EHCP funding	SENDCo	Top-up funding applications as required EHCP Funding	Ongoing	All pupils with EHCP or Top Up funding have additional provision and/ or LSA support in place to help pupils access learning in a mainstream setting. All EHCP pupils have annual reviews that show all pupils make small steps progress against agreed outcomes.
Access to specialist support is sought where necessary, for example, speech and language therapy, educational psychologists, OT, nurse, sensory team	SENDCo	Free and costed support accessed, as needed Time and cover for teachers/parents to meet with specialists	Ongoing	Specialist support obtained. Data indicates all pupils make progress against specialist support targets and small steps progress on our internal SEND tracking system.

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Ensure that (subject to reasonable adjustments) the PE curriculum is accessible to all pupils irrespective of disability	PE leader Class teachers	None	Ongoing monitoring of PE lessons	Pupil Voice for PE shows pupils with SEND/Disabilities are positive about PE. Clear evidence of inclusion during lesson drop-Ins
Ensure that (subject to reasonable adjustments) our after-school activities include SEND/ disabled pupils	PE lead Club providers	None	Ongoing	PE lead prioritises sign up for SEND and disadvantage pupils.
Ensure pupils with SEND attend school sports competitions	PE Lead	None	Ongoing monitoring of attendance of competitions for pupils with SEND	Ongoing representation of pupils with SEND at sports competitions.
Ensure that the curriculum, services, teaching materials and displays promote positive role models with SEND	YGLs Subject Leads	Possible cost for any additional resources	Ongoing	Equalities focus throughout the in termly services (on-going) Representation of SEND in displays and book.
Ensure the learning and achievements of pupils with SEND are celebrated widely	Class teachers	None	Ongoing management of display boards in classroom, around the school, on the website and on the 'Board of Success' (termly)	The work of pupils with SEND displayed in classrooms, around school and photographs on website
Monitor and analyse pupil achievement by disability/SEND and provide additional support as needed through curriculum planning	Head Teacher, SENDCo, YGL	Time for discussion Possible cost for any additional resources	Lesson Drop Ins Pupil Voice	Curriculum meets the needs of pupils with SEND (shown through Drop-ins and Pupil Voice)
Carry out 'pupil voice' interviews with pupils with SEND	SENDCo & SEND Governor	None	Annually in Term 6	Pupil voice indicates that with SEND pupils feel happy and supported at school

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				SENDCo/class teacher identifies any issues that need addressing and takes appropriate action
Ensure school trips are accessible (subject to reasonable adjustments) to all pupils – e.g. by borrowing wheelchairs, using social stories for preparation, undertaking risk assessments, taking extra staff/helpers and any necessary medication, informing providers of disabled pupils' needs	Trip leader	As needed	Ongoing	Pupils with disabilities/SEND participate fully in school trips. Reasonable adjustments are made to ensure pupils can access trips.
Ensure all PTA and other enrichment activities are inclusive to pupils and families with SEND	PTA and staff representatives	As needed	Ongoing	PTA events now offer a quiet space for SEND pupils.

2. Improving access to the physical environment				
Action	Responsibility	Resources	Timescale	Outcomes
All new arrivals made aware of the Fire Alarm as soon as reasonably possible, to avoid any stress and personal risk assessments completed if needed	Class teachers	None	Ongoing	Pupils aware of the bell and the process before a fire drill or alarm takes place.
Use of classroom sensory support resources if needed	SENDCo and Class Teachers	Sensory Support resources bought/ sourced, as required	Ongoing	Pupils are more able to settle to learn

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Develop provision at breaktime/lunchtime for children with additional needs at Worrall Road (e.g. sensory or physical)	SENDCo, PE Leads and School Council	Additional equipment/training as required		Quiet space. Inside activities provided for pupils targeted. Adult support put in place for children not coping. SEND Pupil voice reflects improved level of happiness and enjoyment in playground
Develop a sensory room at WR to cater for our SEND pupils needs	SENDCo and Site Manager	Sensory resources bought, as required	By September 2022	Sensory room well used by pupils to regulate and calm as needed.
Maintain white/yellow step edging on external steps at both sites to assist people with visual impairments	Site manager	Paint/tape treads	Ongoing	Step edging maintained as appropriate so pupils/parents/staff/visitors with visual impairments can use steps safely
Update and maintain Personal Emergency Evacuation Plans at both sites (using the appropriate symbols)	SENDCo	None	Review annually	Personal Emergency Evacuation Plans are in place for some high needs SEND pupil and updated as necessary, and all disabled pupils can be safely evacuated
Fix a sign for wheelchair users at Lower Redland Road front entrance (attached to railings) providing information of how to contact office to gain access to building. Accessibility arrangements explained to prospective visitors on website	Head Teacher/Site Manager/Office Staff	Sign and addition to website	By July 2022	Not Completed.

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Contact parents/carers to ascertain their access needs (include a specific question in the 'new intake' form and also allow for this information to be gathered in person or over the phone, if appropriate). Email all parents and include in bulletin.	Head Teacher and office staff	None	Ongoing	New intake form and bulletin reminders -ensure parents/ carers share access requirements (as well as pupils) and responds appropriately
Ensure that the school is aware of the access needs of staff and governors with disabilities (include a specific question in relevant paperwork on recruitment/appointment)	Head Teacher & Clerk to the governors	None	Upon recruitment	The school is aware of the access needs of staff and governors and responds appropriately using the Staff health questionnaire

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3. Improving access to information

Action	Responsibility	Resources	Timescale	Outcomes
Use of accessible formats in teaching materials (e.g. large print, use of symbols as well as words, dyslexia materials, PECS etc) and provide staff training as necessary	Class teachers and SENDCo	As needed	Ongoing	Pupils with SEND able to read / access materials more easily.
Continue to use basic Makaton where appropriate, e.g. in Early Years Foundation Stage (EYFS) and at assemblies and whole-school events	All	Training/refresher as needed	Ongoing	All appropriate staff and children know and use some basic Makaton signs and pupils without SEND can communicate some signs with their SEND classmates
Contact parents/carers of new pupils to ascertain most suitable form of communication with home and any specific communication needs, e.g. visual or hearing impairments (include a specific question in the 'new intake' form)	Head Teacher and office staff	Time to meet parents, if necessary	Ongoing	Parents/carers with disabilities receive information in an accessible format
Provide disabled parents/carers with clear information in advance about access to school meetings and events	Head Teacher, SENDCo and office staff	None	Ongoing	Parents/carers with disabilities can participate fully in school meetings and events
Investigate use of existing hearing loop system at Lower Redland Road office and display appropriate symbol	Head Teacher/Site Manger		By July 2022	Pupils and parents/carers (etc) with hearing impairments can participate fully in school life

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Use microphone at all services, and on request, at parent meetings	All staff		Ongoing as needed	Pupils and parents/carers (etc) with hearing impairments can participate fully in school life
Purchase specialist help as necessary, e.g. sign language interpreter, Braille translation	SENDCo	As needed	Ongoing as needed	SEND pupils and parents/carers (etc) can participate fully in school life

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