



St. John's Church of England VA Primary School

Finding the light in ourselves and each other

Inspired by the Gospel according to John (chapter 8, verse 12)

An aspirational school that encourages every child regardless of their background to 'soar on wings like eagles' in their learning and personal development (Isaiah 40:31)

Accessibility Policy and Plan

Approved By:	Quality of Education Committee
Issued:	Autumn 2024
To Be Reviewed:	Autumn 2027

*A truly inclusive school that is built upon the values of
Hope - Joy - Love - Forgiveness - Faith - Goodness*



Introduction

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. The Equality Act legally protects people from discrimination in the workplace and in wider society and was developed to provide a single act of legislation covering all unlawful types of discrimination. The Equality Act requires all schools to promote equality of opportunity for disabled people and to carry out and publish accessibility planning to show how they will meet these duties. This plan must be adequately resourced, implemented and reviewed every three years. This policy and plan draws on guidance from the following publications:

- [The Equality Act 2010: guidance](#)
- [The Equality Act 2010 and schools](#) (DfES May 2014)

Definition

Disability is defined by the Equality Act 2010 in following way,

“A person 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.”

Under this definition, many conditions including (but not limited to) learning difficulties such as developmental delay, specific learning difficulties such as dyslexia or dyscalculia, hearing or visual impairment are classified as disabilities.

Key Objective

At St. John's Church of England VA Primary School (St. John's), we are committed to inclusion and equality for all. To this end our key objective of our accessibility policy and plan is to ensure that we:

Reduce and eliminate barriers to the curriculum and to ensure full participation in the school community for all pupils and any prospective pupils with an included disability.

Principles

Compliance with the Equality Act is consistent with St. John's aims and ethos and is in-line with the school's inclusion policy, equality information and objectives and the operation of our SEND policy.

St. John's recognises its duty under the Equality Act

- Not to discriminate against disabled pupils in admissions and exclusions, and in provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan



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St. John's will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right of confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2014 Framework, which underpin the development of a more inclusive curriculum by setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Vision

St. John's strives to ensure that all pupils experience a full broad and balanced curriculum alongside a positive primary school experience for all children regardless of any additional need or vulnerability.

Key Areas

St. John's considers its duties to the Act under the following broad headings:

- Participation in the Curriculum
- Physical access facilities and service
- Availability of information

We have developed our Accessibility Plan accordingly. It is the duty of all members of the school community to uphold the ethos of our Accessibility Policy through the implementation of the Accessibility Plan.



Audit of Existing Provision

<p>Curriculum, including extracurricular activities</p>	<ul style="list-style-type: none"> ● Robust information gathering on new pupils with SEND, including Early Years pupils to facilitate planning support ● Excellent procedures for early identification and support of pupils with SEND, including Wellcomm screening. ● Detailed information on pupils with SEND shared with all staff working with individual pupils ● Proactive inclusion of staff in professional's meetings with all services ● Comprehensive CPD programme for all staff related to SEND ● Termly Pupil Progress Meetings attended by teaching staff and Headteacher, where all children with SEND are considered individually and as a vulnerable group ● SEND friendly / inclusive classrooms and environment ● Dyslexia friendly strategies in use across the school and curriculum ● Highly bespoke intervention for pupils with SEND ● Differentiated teaching and learning in all subject areas ● Specialised modified resources e.g. coloured overlays, adapted chairs, adapted pens/pencils, laptops for pupils et ● TA's to support individual children with specific areas of need <ul style="list-style-type: none"> ○ Makaton signing ○ Communication in Print (widget) used to support learning. ● Robust systems of risk assessment in place ● Clubs developed to promote and ensure engagement of all ● Higher staffing ratios to allow pupils with SEND to participate in extracurricular opportunities including residential trips <p>The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisors and SEN consultants and of appropriate health professionals from the local NHS Trusts.</p>
<p>Physical environment</p>	<ul style="list-style-type: none"> ● Wheelchair access at the front and side of the school ● Disabled toilet / changing facilities in school entrance area in main school corridor ● Small group classrooms (2 downstairs and 1 upstairs) ● Interactive Smart boards in use in all classrooms and the hall (for Collective worship) ● Sensory rooms in the EYFS building and main school corridor <p>The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatments and colour schemes and more accessible facilities and fittings.</p>



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<p>Provision of information</p>	<ul style="list-style-type: none"> ● Open door policy ● Twice yearly 'in -person', Parent consultation meetings with supporting summary notes ● Personal Learning Plans, Health Care Plans, Personal engagement plans and Intimate Care Plans are working documents shared with parents for pupils who require these. ● Termly Review meetings for pupils with Individual Learning Plans or Pastoral Support Plans ● Full-time designated Inclusion Co-ordinator (Inc Co) for the school in place ● Inc Co available to attend child development appointments on request ● Meetings with outside professional, parents, Inc Co and school staff as required ● Transition meetings for new pupils joining the school with SEND ● Individualised transition support for children with SEND when changing setting (whether joining or leaving the school) ● New pupils with SEND visited by staff in current setting or at home for Early Years pupils ● Visits to school with Inc Co for prospective pupils with SEND promoted ● Information on policies available on website and paper copy on request ● Termly Reports to governors on SEND ● Parental requirements of modified resources respected and provided for. ● The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
<p>Information gathering</p>	<p>When developing our Accessibility Plan St. John's gathers information from a wide range of sources, including:</p> <ul style="list-style-type: none"> ● The current community population ● The future intake (advanced information from pre-school settings and the LA) ● Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school ● The school's plans and priorities ● School policies ● The physical environment of the school ● The curriculum ● How information is provided for disabled pupils and their parents



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	Target	Action	Timescale	Resources	Responsibility	Outcome
Participation in the curriculum	To promote the abilities of pupils with SEND	All pupils registered K and E will have a 1-page pupil profile and a pupil friendly passport that highlights their strengths and interests and identifies and promotes their particular skills	2024/5 academic year and then on-going	Staff meeting time	SENDco Class Teachers	The profile of SEND pupils' strengths will be raised and as such opportunities for their personal development will be recognised and acted upon
	To further promote inclusion within the PE curriculum by developing more extra-curricular activities, especially competitive events	Pupils with SEND will be actively targeted to join extra-curricular opportunities SEND pupils will be given opportunities to compete in sporting events	2024/5 academic year and then on-going		PE Co-ordinator SENDCo	All children will have the opportunity to explore an extended range of sporting activities
	To ensure that SEND children make excellent progress against their academic starting points	Rigorous and robust pupil progress measures will ensure that children with SEND are identified swiftly and appropriate intervention to safeguard their academic progress are put in place	On-going	Staff time	Class teachers SENDco Senior Leadership Team	All children will make the most of their academic potential, where possible closing the gaps between themselves and their peers
Physical environment	To monitor any changes to the school's pupil or parent intake to ensure that	* Upkeep of current facilities (eg specially marked disabled parking spaces, ramp access for	2024/5 academic year and then on-going		Site manager Headteacher SENDCo	Accessibility to the physical environment will be equal for all pupils



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	adaptations to the physical environment are made to accommodate needs	all entrances to the buildings, toilet facilities)				
	To develop sensory environments for individual classrooms as required	Create sensory boxes/classroom areas individualised to specific pupils with SEND Staff aware of 'sensory diets' for specific children	2024/5 academic year and then on-going for new pupils	Sensory spaces e.g. tents/dens as appropriate Sensory Resources Sensory training for staff	SENDCo Class Teachers	Children with sensory needs will have spaces and activities to meet these needs within the classroom therefore they will not miss learning opportunities by leaving the classroom
Provision of information	To develop the accessibility of information for the whole school community	Provide modified copies of all copies of documents as standard via the school website	2024/5 academic year and then on-going	Staff time	SENDCo Website manager	All members of the school community will be able to access modified resources as standard
	To develop a range of accessible methods of sharing SEND information with the school community	Provide video/audio resources explaining SEND specific documents in greater depth	2024/5 academic year and then on-going	Staff time Video/audio recording equipment	SENDCo Website manager	SEND resources will be available in a wide variety of formats to make them accessible to all whilst promoting the inclusion of SEND within the school community



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	To refine the recording of pupil and parent input to the Assess, Plan, Do, Review cycle (updated Learning plan format)	To make use of person centred resources for gathering pupil and parent voice for the A, P, D, R cycle that captures more in-depth pupil and parental voice	2024/5 academic year and then on-going	Staff time	SendCo Class Teachers	Pupils and parents will feel empowered within the A, P, D, R cycle and their voices will be clearly heard during assessment processes such as applications for EHCPs, provision panels etc. This is me, tool will be used as a shared knowledge about the child by all professionals
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Accessibility Policy and Plan Availability

St. John's will make its Accessibility Policy and Accessibility Plan available in the following ways:

- A copy is held in the school office
- A copy is posted on the school website
- A copy can be emailed or posted on request

Linked Policies

St. John's will use the Accessibility Policy and Accessibility Plan to contribute to the review and revision of related policies including:

Staff Development Plan

- SEND Policy
- Equal information and objective statement
- Inclusion policy
- Curriculum Policies

Policies can be accessed from the school office and are also available on the school [website](#).



Accessibility Policy and Plan Document Control

9th December 2024	Approved	Quality of Education Committee
9th December 2024	Created	Rachel de la Croix