



St John & St  
James  
accessibility  
plan

PRIMARY  
ADVANTAGE

SCHOOLS ACHIEVING  
MORE TOGETHER

Primary Advantage



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## Revisions

Date	Summary of changes

## 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

The school and its staff are committed to offering a high-quality education to all children in the community, in line with the requirements of the SEN and Disability Act 2001, the Equality Act 2010 and the Special Educational Needs & Disability Code of Practice 2015. We will consult with the school community to identify barriers to inclusion. The school promotes inclusion and takes all reasonable steps to ensure that children with a disability or SEND are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil to maximise educational opportunity.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, federation governors and LAB members.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Action plan**

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

Aim	Current good practice Include established practice, and practice under development	Objectives State short, medium and long- term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers an adapted curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Quality first teaching for all</li> </ul>	<p>All teachers and support staff to receive highly effective CPD to support developing teaching pedagogy.</p> <p>SEND lead in conjunction with specialist teachers delivers training and support staff to improve strategies and adapt the curriculum to meet the needs of all pupils.</p> <p>Provision mapping of pupil needs is an embedded feature of school practice.</p> <p>The school to work closely with other professionals to plan specific strategies to support learners.</p>	<p>Planned CPD to develop quality first teaching.</p> <p>Liaise with specialist teachers to observe and plan with teachers.</p> <p>Provision maps reviewed and updated half termly. Shared with staff.</p> <p>Termly MAP meetings</p>	<p>Senior Leaders</p> <p>SENDO</p> <p>SENDO</p> <p>SENDO</p>	<p>ongoing</p>	<p>Pupils are more able to access the curriculum regardless of their Learning Difficulties &amp; Disabilities</p> <p>Better access to the curriculum for children on the SEN register</p> <p>All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.</p>

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• The environment is adapted to the needs of pupils as required. This includes:</li> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Wider opening doors</li> </ul>	<p>Ensure that all areas of school building and grounds are as accessible for all children and adults as possible and to continue to improve the access of the physical environment for all.</p>	<p>A risk assessment will be completed for any new children who enrol in the school whom are subject to a care plan or with a disability.</p> <p>SEN staff to audit accessibility of school buildings and grounds. SBM to check accessibility and then produce an Action Plan based on the findings.</p>	<p>Headteacher</p> <p>SEND leader</p>	<p>Audit complete by April 2023</p>	<p>All children and adults are able to access physical environment.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school uses a range of communication methods to make sure information is accessible. This includes:</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Audio resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>		<p>All letters and communication with parents to be on school website and directly emailed to parents with a visual impairment.</p>	<p>Senior Leaders</p>	<p>Ongoing</p>	<p>Parents all have equal access to school information and reports</p>

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Local Advisory Board.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- School Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- School Special educational needs (SEN) information report
- Federation Equalities policy
- Federation SEND policy
- Federation medical needs policy



Policy written:	July 2020
Amended/Updated:	February 2023
Adopted by the Local Advisory Board:	March 2023
Review date:	March 2026

The LAB have reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, January 2020.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

