



Accessibility Plan 2022-2025

Introduction

At St John with St Augustine's Primary School we aim to provide a welcoming environment which values diversity, promotes equal opportunities and has an ethos of inclusion to enable everyone to live out the school mission statement:

'Together with God's help we aspire, achieve and believe.'

'The purpose of this plan is to show how St John with St Augustine's Primary School intends, over time to increase the accessibility of our school for disabled pupils. St John with St Augustine is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, spiritual, emotional and cultural needs.

We shall make reasonable adjustments as required under the Equalities Act (2010) for disabled pupils. According to the Equalities Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Some specified medical conditions such as HIV, Multiple Sclerosis and cancer are considered as disabilities, regardless of their effect. Long term is defined as 'lasting or likely to last for twelve months.'

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.'

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act (DDA). Planning duties of the DDA makes three requirements of the Governing body:

- increasing the **extent to which disabled pupils can participate** in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving 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.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Equal Opportunities
Special Educational Needs and Disability Policy
Curriculum Policies
Anti-Bullying Policy
Health and Safety Policy
School Development Plan
Inclusion Policy
Admissions Policy
Behaviour Policy

When making arrangements for the admissions of pupils with disabilities, we liaise with nurseries, schools, new parents and outside agencies to ensure that all relevant information is shared in order to cater for all the needs of the child. We ensure all relevant information and documentation is shared with key members of staff to ensure inclusive practise.

To prevent pupils with disabilities form being treated less favourably than other pupils we aim to establish tolerance and understanding within our school by working on different key values and ensuring these are embedded in all we do to establish an environment where everyone is treated with respect through the delivery of a broad and balanced curriculum that promotes SMSC. This work is reflected in the behaviour, anti-bullying and SMSC polices. Our school has disabled access making it fully accessible for children with physical disabilities. Children who struggle with learning have their progress monitored through pupil progress meetings to ensure they are achieving their full potential. Targets are set termly to ensure children are receiving the support for areas of need and referrals are made to outside agencies when more support is required.

Access to this plan: The school makes the Accessibility Plan available in the following ways:

- A copy is available on the school website.
- Paper copies are available from the school office.

Review and Evaluation

It is a requirement that our accessibility plan is resourced and revised as necessary and reported on annually. Below is a set of action plans showing how St John with St Augustine's Primary School will address the priorities identified in the plan. The plan is valid for 3 years

2022-2025. It is reviewed annually. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Accessibility Plan 2022-2025

The table below sets out how the school will achieve these aims.

Physical Environment

Previous Adaptations made to the School Building

A disabled toilet is situated on the Key Stage 1 building.

Access from the entrance is ramped and graded to the playground.

Staff within the school have been trained so that children with medical needs could gain access to education e.g. diabetes, epilepsy.

The EYFS outdoor classroom has been made accessible to wheelchair access.

The playground has had extra lighting for visitors attending school when it is dark.

Objective	Strategy	Outcome	Timescale	Achievement Evaluation
Developing access to the physical environment of the school				
Any future plans for further development of the building take DDA issues in to account.	Work with LA and architects when planning modernisations	Where it can be reasonably achieved, the school building continues to be accessible for all.	From 2022	On going
To look at the feasibility of wheelchair access to the staff room from the library area.	Work with LA and architects when planning modernisations	Where it can be reasonably achieved, the staff room can be accessed to wheelchairs.	From 2023-24	On going

Access to the Curriculum

Previous curriculum support put into place

- Teaching Assistants are deployed effectively to support pupil participation in all lessons.
- All out of school activities are inclusive for every child.
- To further meet the needs of SEN pupils, children when possible, work in smaller group sizes with a Teacher or Teaching Assistant.
- Children who have been identified as benefitting from additional curriculum support will work with a TA either as 1:1 or in groups.
- Staff training needs regarding SEN are identified in the appraisal process and support is provided when appropriate to meet individual staff needs. This can be support from our SENCo or from external agencies.
- A Family Support Worker has been employed full time to support families with regard to barriers to learning.
- Children are also supported via the Speech and Language Team to allow children with speech difficulties to access the curriculum.

Objective	Strategy	Outcome	Timescale	Achievement Evaluation
Developing access to the curriculum				
To ensure that the all children and staff have adequate support when needs arise.	The allow our SENCO to be out of class in the afternoons each day. This time can then be used to support children and their families effectively.	The quality of provision and support for children with SEN will be improved.	2022 -2024 This will be then evaluated to see if funding allows the continuation of this.	Parents and teachers will feel that there children are supported well.
Our nurture room will continue to be enhanced to allow for children with sensory needs to make progress.	Our SENCO will continually evaluate the need for additional resources to ensure that we are able to meet the needs of sensory children.	Pupils who have sensory needs will be able to achieve.	2022-2025	Children who need this provision will have access to their requirements.
To ensure that additional staff are used to support children who need it (if funds allow)	1:1 support for children who have not yet been provided with a EHCP but require it. Additional support for children: Phonics Reading Miss N Jackson Mrs K Bland Mrs L Jackson	Pupils will have basic phonics and reading skills to allow them to access the rest of the curriculum	2022-25	Children will have better access to the rest of the curriculum due to being stronger readers.

	NTP support Miss Massey (Booster)			
To Improve Early Reading from EYFS pupils	Staff trained and implement the NELI programme.	Pupils will have better reading skills from an early starting point.	2022-25	Children will have better access to the rest of the curriculum due to being stronger readers.
To ensure that children with learning difficulties, SEN, hearing and sight impairments have suitable provision to allow access to the National Curriculum	Ensure children with hearing aids and spectacles are seated at the front of the class if needed. The identification of additional need. Ensuring all staff are adequately informed and equipped to meet these needs. Any additional SEN provision required will be implemented as and when needed.	Ongoing Well trained staff delivering intervention groups daily to the identified children. Children's progress is monitored termly. Intervention modified following progress report. Ongoing	Ongoing subject to SEN funding /need Ongoing	On going

Access to Written information

At St John with St Augustine CE Primary School we aim to provide availability

to written information in a range of ways. Examples include:

- Paper copy of the Weekly Newsletter
- Electronic Screen in the entrance which provides information about upcoming events and dates.
- Parent Mail is used so that parents receive any correspondence from school via email or texts.
- All copies of letters are provided electronically on the school website.

Objective	Strategy	Outcome	Timescale	Achievement Evaluation
Developing access to written information				
Review documentation with a view to ensuring accessibility for pupils with visual impairment when required	Get advice from IDSS on alternative formats and use of ICT software to produce customized materials.	All school information available for all	To be considered when need arises	On going
To establish the need for translations of school information in different languages.	Send a consultation letter to all parents to establish the need.	All school information available for all . To be considered when sending information out via letter, email or the school website.	2022	All parents will have equal access to information.
To provide written materials in alternative formats (Braille and foreign languages)	To liaise with LA services to provide written information in an adapted and accessible format	All school information available for all	Ongoing as need arises	On going