

St. John's C.E. Primary School

Accessibility Policy



Ratification Date:	July 2021	Headteacher:	Carolyn Wilkinson
Review Date: 3 years	July 2024	Chair of Governors:	Jean Watson

Safeguarding Statement

At St John's C.E. Primary School we respect and value all children's development. We recognise that all children have a right to an education and are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St John's C.E. Primary School.

We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Safeguarding at St John's C.E. Primary School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

1. Introduction

This plan is drawn up in accordance with the planning duty under the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DFES in July 2002.

In addition to the needs of the pupils, the school is also committed to providing an accessible environment for disabled staff, parents and other visitors.

2. Guidance

The legislation states:–

The responsible body must prepare: (a) an accessibility plan; and (b) further such plans at such times as may be prescribed.

An accessibility plan is a plan, over a prescribed period; for:

(a) increasing the extent to which disabled pupils and pupils with additional needs can

participate in the school's curriculum;

- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils and pupils with additional needs are able to take advantage of education and associated services provided or offered by the school; and for the purpose of increasing the extent to which others who are disabled can access the school;
- (c) improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled; and for other people who are disabled:
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents;
- (d) pupils, parents, carers, staff and other stakeholders will be consulted to determine

The plan, priorities and strategies; particular consideration will be given to the views and needs expressed by the SENCo, pupils, staff, parents, carers and other individuals with specific needs.

3. The Accessibility Plan – see Appendix 1

The plan must have clear objectives and an action plan and timescale for each objective.

During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it. It is the duty of the responsible body to implement its accessibility plan.

This policy and the accessibility plan are to be used in conjunction with the school's Single Equality Scheme, which incorporates the Accessibility plan as part of the school's main priorities and objectives.

4. Review

To be monitored and reviewed annually by whole governing body.

A1. Ensure that as far as possible, the school curriculum meets the needs of any disabled pupils/pupils with additional needs.			
Target	Actions	Responsibility	Review
Increase access to as much of the building as possible	<ul style="list-style-type: none"> Seek information on the needs of users and pupils Ensure all bells and buzzers are accessible from a wheelchair Explore accessibility that is not yet improved (e.g. hall fire exit) and seek solutions to improve accessibility Ensure the disabled toilet is clearly signposted 	<ul style="list-style-type: none"> - HT - Site Manager - Governors - School Business Manager 	Annual review
Ensure accessibility for visually and hearing impaired pupils Ensure provision is made for disabled children and adults in an emergency evacuation	<ul style="list-style-type: none"> Curriculum access – seek guidance from specialist advisors Create an individual plan for each child Review plans termly as necessary - Ensure all disabled children and adults who regularly attend/visit the school have an individual emergency evacuation plan Ensure all individual emergency evacuation plans are kept up to date Off site visits to be considered as part of individual plan 	<ul style="list-style-type: none"> - Site Manager - Inclusion Lead 	Review half termly
A2. Ensure that the school environment supports the individual needs of any pupil with a disability/ additional need			
Target	Actions	Responsibility	Review
Ensure that	<ul style="list-style-type: none"> Audit of needs to inform provision needed/changes that need to be made 	<ul style="list-style-type: none"> - HT - Site Manager - School office staff 	Review annually
A3. Improve disabled facilities to ensure continued accessibility for disabled persons, ensuring that any			
Target	Actions	Responsibility	Review
Ensure building works conform to guidelines and requirements and improve	<ul style="list-style-type: none"> Ensure any new building work meets all disability needs Ensure any improvements conform to guidelines 	<ul style="list-style-type: none"> - HT - Site Manager - Governors - School Business 	Annual review Building work as arises
A4. Improve accessibility of information.			
Target	Actions	Responsibility	Review
Ensure accessibility of information sent to parents / carers	<ul style="list-style-type: none"> Inform parents that alternative formats of information are available to parents at their request Newsletter available on school website enabling parents/ carers to access an enlarged view 	<ul style="list-style-type: none"> - HT - SBM 	Annual review As need arises
Ensure access to support is signposted	<ul style="list-style-type: none"> Identify support needs Liaise with Hampshire Education Authority for provision of support 	<ul style="list-style-type: none"> - HT - Inclusion Lead 	Ongoing As need arises