



# St. John's Gosport C.E. Primary School

## Accessibility Policy and Plan

|                           |                         |   |  |
|---------------------------|-------------------------|---|--|
| <b>Ratification Date:</b> | <b>July 2021</b>        | <b>Headteacher:<br/>Chair of<br/>Governors:</b> | <b>Carolyn<br/>Wilkinson<br/>Jean Watson</b> |
| <b>Reviewed:</b>          | <b>January<br/>2025</b> | <b>Headteacher:<br/>Chair of<br/>Governors:</b> | <b>Carolyn<br/>Wilkinson<br/>Jean Watson</b> |

### **School Vision:**

St John's Gosport C of E Primary School endeavours to provide a happy, safe, caring community rooted in Christian values; where everyone is valued and grows to their full potential.

*John 10:10 – I came so that they may have life – life in all its fullness*

### **Mission Statement:**

At St John's Gosport C of E Primary School we aim to achieve our vision by providing a broad balanced curriculum and learning experiences that develop our children in body, mind and spirit; setting high standards for all, confident that we can achieve success. Thus ensuring that when our children leave us they are independent learners, who are well equipped to be responsible citizens of the future and reach their potential.

**Safeguarding** at St John's Gosport C of 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

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 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.

## 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.

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.

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 I**

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.

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

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

For more information please visit Hampshire County Council's Accessibility Plan:

<https://www.hants.gov.uk/aboutthecouncil/accessibility>

**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"> <li>Seek information on the needs of users and pupils</li> <li>Ensure all bells and buzzers are accessible from a wheelchair</li> <li>Explore accessibility that is not yet improved (e.g. hall fire exit) and seek solutions to improve accessibility</li> <li>Ensure the disabled toilet is clearly signposted</li> </ul>   | <ul style="list-style-type: none"> <li>- HT</li> <li>- Site Manager</li> <li>- Governors</li> <li>- School Business Manager</li> </ul> | Annual review      |
| Ensure accessibility for visually and hearing impaired pupils<br><br>Ensure provision is made for disabled children and adults in an emergency evacuation | <ul style="list-style-type: none"> <li>Curriculum access – seek guidance from specialist advisors</li> <li>Create an individual plan for each child</li> <li>Review plans termly as necessary - Ensure all disabled children and adults who regularly attend/visit the school have an individual emergency evacuation plan</li> <li>Ensure all individual emergency evacuation plans are kept up to date</li> <li>Off site visits to be considered as part of individual plan</li> </ul> | <ul style="list-style-type: none"> <li>- Site Manager</li> <li>- Inclusion Lead</li> </ul>   | 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 the school environment supports needs | <ul style="list-style-type: none"> <li>Audit of needs to inform provision needed/changes that need to be made</li> </ul> | <ul style="list-style-type: none"> <li>- HT</li> <li>- Site Manager</li> <li>- School office staff</li> </ul> | 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"> <li>Ensure any new building work meets all disability needs</li> <li>Ensure any improvements conform to guidelines</li> </ul> | <ul style="list-style-type: none"> <li>- HT</li> <li>- Site Manager</li> <li>- Governors</li> <li>- School Business</li> </ul> | Annual review<br><br>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"> <li>Inform parents that alternative formats of information are available to parents at their request</li> <li>Newsletter available on school website enabling parents/ carers to access an enlarged view</li> </ul> | <ul style="list-style-type: none"> <li>- HT</li> <li>- SBM</li> </ul> | Annual review<br>As need arises |

|  |  |  |                           |
|--|--|--|---------------------------|
| Ensure access to support is signposted | <ul style="list-style-type: none"> <li>• Identify support needs</li> <li>• Liaise with Hampshire Education Authority for provision of support</li> </ul> | <ul style="list-style-type: none"> <li>- HT</li> <li>- Inclusion Lead</li> </ul> | Ongoing<br>As need arises |
|--|--|--|---------------------------|