

St John's Catholic Primary School



*"Christ is the Centre of our School Community where we
live, love and learn together"*

Accessibility Policy and Plan for St John's Catholic Primary School (2019 - 2022)

This policy is drawn up in accordance with the planning duty in 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.

Definition Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

St John's Catholic Primary School
Headteacher: Miss D Maudsley

Review Date – 14/03/2022

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers, parents and visitors with a disability.

Principles

Compliance with the DDA is consistent with the School's aims and single equalities, and the operation of the schools' SEN Policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and 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

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

St. John's recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework which underpin the development of an inclusive curriculum;

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

a) Education and related activities

St. John's will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts.

The schools SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

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b) Physical environment

The school design is suited to providing physically disabled access as there are designated disabled car park spaces available, we are on a flat site where Early Years and KS1 pupils have direct access into their classroom from the playgrounds, there is a lift to allow access to the first floor and there are large disabled toilets on both the ground and first floor with emergency pull string alarms.

The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

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.

Linked Policies

This policy will contribute to the review and revision of related school policies/documents, e.g.

SDP

SEN Policy

Equality and Diversity Policy

Review Date: March 2022

Targets	Strategies	Outcome	Timeframe	Evaluation
Equality and Inclusion				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	
Training to raise awareness of equality and disability issues.	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues related to access.	Summer term 17	John Mckorkell, a wheelchair user, visited school – whole school assembly and year group workshops. Awareness of disability and equality were addressed in a positive child-friendly manner. A parent with a guide dog gave a talk to children about being partially sighted and the use of the guide dog. The entertainer 'Mr Sticks' who uses walking sticks due to physical disability was very well received by Early Years pupils in Dec 17- raising equality and disability awareness for our youngest children.
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	Annually	
Physical Environment				
School is aware of the access needs of disabled children, staff and parent/carers. School staff	Include access plans for individual disabled children as part of the person centred planning process, when and	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.	As and when necessary. During termly One Page Profile reviews	Close communication with families and advice and support from Health professionals lead to children

are better aware of access issues.	where necessary. During Summer term transition meetings teachers share access issues with regards to parents.	Raised confidence of staff and governors in their commitment to meet access needs. All parents able to fully access all school activities.		with physical disabilities being fully supported within the school environment.
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Head Teacher, SENCO and site manager to audit accessibility of school buildings and grounds. Governors Premises Committee to check accessibility and then produce an Action Plan based on findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	Annually	Addition of a lower handrail on both stairwells Summer 2016.
Curriculum				
Continue training for teachers and support staff on current and relevant aspects of SEND.	Review the needs of children with specific needs, provide all relevant training. Continue to share good practice.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	On-going	Educational Psychologist training on Precision Teaching, social stories, comic strip conversations, Understanding and managing behaviour mean that staff are well equipped to meet individual SEND needs.
All out of school activities are planned to ensure, where reasonable, inclusion of all pupils.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.	On-going	Risk assessments in place for all out of school activities. Communication with the providers beforehand to discuss any physical disability needs take place.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the	Training from ADHD Foundation, SENISS, and Dyslexia Action all support teachers in organising	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually. On-going.	Sensory resources purchased for individual pupils as required e.g. weighted blankets, weighted

participation and independence of all pupils and adults alike.	classroom environment.	Seating arrangements and equipment are considered where necessary and included in a child's plan (one page profile)		jackets, ear defenders, fiddle toys, chew buddies.
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required	SENCO/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.	Officially for any Statutory Assessments. In-house arrangements for any internal test.	Pupils for whom access arrangements are applied for are granted the additional support requested e.g. additional time, scribe, 1:1 room. Evidence that this is normal working practice is collected over time.
Written/ other information				
Make available school brochures, school newsletters and other information for parents/carers in alternative formats. Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those who require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On-going	
To continue improving communication for any hearing or visually impaired member of the school community.	To maintain and update systems to support access for these members of the community.	Pupils, parents and visitors who are hearing or visually impaired to be better able to access verbal or written information.	Review annually.	