



## **St John's C of E Infant School**

### **Accessibility Plan 2021**

(To be reviewed Autumn 2024)

This plan outlines how St John's CE Infant School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

Pupils' parents.

The headteacher and other relevant members of staff.

Governors.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The accessibility audit

The governing body will undertake a regular Accessibility Audit.

The audit will cover the following three areas:

Access to the curriculum – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

Visual disabilities – this includes those with visual impairments and sensitivities

Auditory disabilities – this includes those with hearing impairments and sensitivities

Communication – this includes hidden disabilities, such as autism and speech and language difficulties

Medical needs – this includes conditions such as severe asthma, severe allergies and epilepsy

Specific learning difficulties – this includes difficulties with memory, organisation, writing, visual processing, reading, time management and sensory distraction or overload

The findings of the audit will be reflected in the accessibility plan.

## Access to Curriculum Action Plan

Target	Action	Resources	Timeframe	Outcomes
Provide a practical tool kit for teaching assistants (TAs) that can be used to support pupils' access to the curriculum within the classroom	Produce resources  Share with TAs explaining how they should be used	A4 wallet for each TA Laminating pouches Coloured acetates Pencil grips  Resources identified by SENDCo/ other professionals that will support curriculum access within the classroom for different groups of pupils with	Set up during Autumn Term 2 2021, added to when needed and refreshed annually	All children with additional needs will be better supported to access the classroom curriculum  TAs will feel more confident in meeting the needs of pupils

		additional needs		
Training for TAs in interventions	Training needs identified and training provided in line with current needs of pupils - This may be provided by the SENDCo or other agencies	As required by the specific intervention  Training costs	Ad hoc when required	Support staff able to work with increased knowledge and provide appropriate resources for pupils
Training for teachers on differentiating the curriculum for pupils with all types of learning need and/or disability, as required	Multi-professional review meetings for pupils with EHCPs to include class teachers Advice from outside professionals shared with teachers Training needs identified through: discussions with teachers; Head Teacher/SENDCo classroom observations; book monitoring	Identified training costs when provided by outside agencies	Ad hoc when required	Teachers are able to more fully meet the requirements of pupil's needs with regards to accessing the curriculum
Sharing of recommendations/ information with other staff employed by the school to ensure access across the curriculum including in PE and at Forest School	Head Teacher and SENDCo to liaise with other members of staff to ensure appropriate information is shared	N/A	Annual sharing of information by the Head Teacher or SENDCo for pupils with an EHCP. Teachers responsible for	All staff including those employed to provide specific lessons understand their role in meeting the needs of all pupils

			further updating staff throughout the year.	
Staff trained to meet individual medical needs of pupils where applicable.	School office to ensure that medical information is up-to-date and that medical plans are shared with staff  Training needs identified in consultation with parents	Training providers	Ad hoc when needed	Staff will feel confident in meeting the needs of pupils with specific medical needs

**Access to the Physical Environment – action plan**

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Outcomes</b>
Provide space in the car park for pupils who may need to have immediate access to the school grounds or building	Ask staff to leave space in the car park to enable this.  Identify pupils that this may apply to on an individual basis.	N/A	Ad hoc/ when needed	Pupils will be safe and have direct access to the school site

When new pieces of playground equipment are chosen and installed ensure that there is opportunity for the equipment to be accessed by pupils with disability.	Consider this when choosing and installing new equipment	Playground equipment	Ad hoc/ when needed	Pupils will be included and be able to access the playground equipment
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#### Access to Information – action plan

Target	Action	Resources	Timeframe	Outcomes
<p>Understand the needs of pupils and their parents and ensure information is available in relevant formats in relevant formats</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Large print</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>School office to ask parents if they require information to be provided in an alternative format, including by phone</p> <p>SENDCo to ensure that the SEND register is regularly up-dated and that pupil's needs are understood</p> <p>Quality First teaching provides visual support for classroom lessons as appropriate (eg visual timetables/ individual provision of information on the board, pictures to describe actions or vocabulary).</p>	<p>Support and advice from advisory teachers as needed</p> <p>Visual supports</p> <p>Computer/printer</p>	Ad hoc as needed	Pupils have access to curriculum information and all other school information in a format that meets their needs

<p>Ensure signage is suitable for non-readers, is clear and well situated</p>	<p>Consider this when purchasing any permanent signage.</p> <p>Teachers to consider their displays carefully to take account of learners needs, ensuring that they are easy to see/read and supported by visuals (eg learning tools) and are best positioned within the classroom to meet the learners' needs.</p>	<p>New neutral coloured display boards</p> <p>As described in the 'Action' column.</p>	<p>As displays are changed and signs up-dated</p>	<p>Pupils are able to navigate the school regardless of any disability</p>
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