

## St John's CE VC Primary School

### Accessibility Plan 2014-17

St John's Primary School aims to ensure equality of education and opportunity for pupils with disabilities and special educational needs (SEN). The school has a statutory duty under the Equality Act 2010 to prepare and implement an accessibility plan. The purpose of an accessibility plan is to:

- increase disabled pupils' access to the school curriculum
- improve the physical environment for disabled pupils, and
- improve the provision of information to disabled pupils.

This accessibility plan also takes into account the needs of disabled parents/carers, staff and governors. It should be read in conjunction with the school's Equality Scheme, Equality Action Plan and SEN Policy. It covers the period 2014-17 but will be kept under review by the Governing Body during that period and updated as necessary.

<b>1. Improving access to the curriculum</b>				
<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timescale</b>	<b>Outcomes</b>
Set individual targets for pupils with disabilities/SEN	Class teachers	None	Annually by end of September	Targets are set and pupils make at least expected progress
Ensure that relevant adults (including School Meals Supervisory Assistants, activity leaders, etc) are made aware of the individual needs of children with disabilities/SEN and that concerns and strategies are shared	Class teachers with Learning Support Assistant (LSA) if allocated		Ongoing as needed	Greater confidence of staff teaching and supporting pupils with disabilities/SEN

Ensure that staff have frequent training in disability/SEN issues (whole-staff training and specialist courses, as necessary)	SENCo	£200 p.a. in staff training budget	Ongoing based on needs (dependent on pupils with SEN on roll and expertise of staff)	Greater confidence of staff teaching and supporting pupils with disabilities/SEN and greater understanding of equality issues
Review class allocation/grouping arrangements where necessary	Class teachers with SENCo		Ongoing as needed	Grouping arrangements meet the needs of pupils with disabilities/SEN
Provide small group tuition/individual support from SEN LSAs where necessary	SENCo with the Headteacher & Year Group Leader (YGL)	Top-up funding is £49,597 for 2015-16 but we put in a lot more than this and it will vary considerably each year	Ongoing	Analysis of teacher assessments and school tracking data demonstrates that pupils with disabilities/SEN are making at least expected progress
Access specialist support where necessary – e.g. Learning/Behaviour Improvement Teams, speech and language therapy, educational psychologists	SENCo	Initial input is part of our core offer from the LA, but funds for additional input may also be needed	Ongoing	Specialist support obtained and impact monitored by reference to school tracking data, P-level tracking and ongoing monitoring by agencies
Ensure that the PE curriculum is accessible to all pupils irrespective of disability	Class teachers	None	Ongoing – e.g. the 'Real PE' scheme teaches fundamental movement skills and the assessment levels cover a wide range of abilities	Pupils with disabilities/SEN participate in and benefit from PE lessons (evidenced by PE/SEN 'pupil voice')
Ensure that the curriculum and teaching materials	SENCo with class teachers	Possible cost for any additional resources	Focus during equalities week	Notable increase in participation and

promote positive role models with disabilities			(February 2016) then ongoing	confidence of pupils with disabilities/SEN (monitor through PSHE/SEN 'pupil voice')
Ensure that displays in classrooms and corridors promote diversity in terms of disability	SENCo	Possible cost for any additional resources	Focus during equalities week (February 2016) then ongoing	Diversity is reflected in school displays across year groups. Increase in pupil participation, confidence and positive identity (monitor through PSHE/SEN 'pupil voice')
Continue to monitor and analyse pupil achievement by disability/SEN and provide additional support as needed through curriculum planning, Personal Provision Maps and Individual Plans for Success	Head, SENCo & YGL	As needed	Annual RAISEonline data analysis and pupil progress meetings 3x per year	Analysis of tracking data demonstrates that the gap is closing for pupils with disabilities/SEN. Curriculum meets the needs of pupils with disabilities/SEN and staff are confident in strategies for differentiation.
Carry out SEN 'pupil voice' interviews	SENCo & SEN Governor		Annually in term 6	SENCo/class teacher identifies any issues that need addressing and takes appropriate action
Seek views of parents/carers about improving access to the curriculum (parent/carer SEN questionnaire)	SENCo & SEN Governor		Annually in term 6	SENCo identifies any issues that need addressing and takes appropriate action
Ensure school trips are accessible to all pupils – e.g. by borrowing	Trip leader	As needed	Ongoing	Pupils with disabilities/SEN participate fully in school trips

wheelchairs, taking extra staff/helpers and any necessary medication, informing providers of disabled pupils' needs				
Seek views of parents/carers about participation of pupils with disabilities/SEN in after-school activities (parent/carer SEN questionnaire)	SENCo & SEN Governor		Annually in term 6	Involvement of pupils with disabilities/SEN in after-school activities as appropriate. SENCo identifies any issues that need addressing and takes appropriate action.
Ensure that providers of after-school activities are routinely informed of the needs of individual pupils with disabilities/SEN	Class teachers		3x per year when clubs lists are produced	Outside providers are aware of pupils' needs and respond appropriately

<b>2. Improving access to the physical environment</b>				
<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timescale</b>	<b>Outcomes</b>
Build all new/refurbished buildings to the Environmental Access Standards where possible	Head	As needed	Ongoing	Compliance results in better access for disabled pupils, staff, parents/carers etc.
Provide quiet areas at both sites for therapy and 1:1 interventions	Head with SENCo	As needed	In place – keep under review as the school's intake increases	Quiet areas available when required
Maintain white/yellow step edging on external steps at both sites to assist people with visual impairments	Site manager	Paint/tape treads	Ongoing	Step edging maintained as appropriate
Incorporate appropriate colour schemes when refurbishing to benefit people with visual impairments	Head		Ongoing	New colour schemes take into account the needs of pupils (etc) with visual impairments
Conduct an audit of the signs used at both sites and, where appropriate, revise them to include symbols as well as words	SENCo with Head	As needed	Focus for 2015-16 then ongoing	Signs can be readily understood by all pupils (including those with SEN), enabling physical access
Update and maintain Personal Emergency Evacuation Plans at both sites	SENCo		Review annually	Personal Emergency Evacuation Plans are in place and updated as necessary, and all disabled pupils can be

				safely evacuated
Install a door entry system for disabled visitors outside the Worrall Road front entrance	Head/Site Manager	Remote door bell & sign	By July 2016	Visitors with disabilities can gain access to the reception area, with assistance from staff where necessary
Investigate the feasibility of installing a stairlift on the internal staircase by the reception area at Worrall Road	Head	Stairlift – significant cost	2017 or sooner if need arises	Pupils, staff and parents/carers with mobility impairments are able to gain access to the middle floor at Worrall Road
Investigate the feasibility of installing a door entry system/door bell for disabled visitors at the Worrall Road staff car park entrance	Head	Entry buzzer/door bell at low level	By July 2016	Wheelchair users and other disabled people can gain access to the Worrall Road site via the staff car park
Install a door bell with hinged flap and disabled sign at the Lower Redland Road front entrance (bottom of steps)	Head/Site Manager	Door bell & disabled sign	By July 2016	Wheelchair users can alert the office at Lower Redland Road to their presence and gain access with assistance from staff
Seek views of parents/carers about improvements to the physical environment (parent/carer SEN questionnaire)	SENCo & SEN Governor		Annually in term 6	SENCo identifies any issues that need addressing and takes appropriate action
Contact parents/carers to ascertain their access needs (include a specific	Head		From September 2014	The school is aware of the access needs of parents/carers (as well

question in the 'new intake' form)				as pupils) and responds appropriately
Designate a suitable space for disabled parents/carers at school meetings and events	Head/YGL		Ongoing	Parents/carers with disabilities can participate fully in school meetings and events
Ensure that the school is aware of the access needs of staff and governors with disabilities (include a specific question in relevant paperwork on recruitment/appointment)	Head & Clerk to the governors		Upon recruitment	The school is aware of the access needs of staff and governors and responds appropriately

<b>3. Improving access to information</b>				
<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timescale</b>	<b>Outcomes</b>
Investigate use of accessible formats in teaching materials (e.g. large print, use of symbols as well as words) and provide staff training as necessary	SENCo	As needed	Ongoing	Greater confidence of staff supporting pupils with disabilities/SEN
Continue to use basic Makaton where appropriate, e.g. in Early Years Foundation Stage (EYFS) and at assemblies and whole-school events	All		Ongoing	All children and staff know and use some basic Makaton signs and non-SEN pupils are able to communicate with their SEN classmates
Provide information to parents/carers in a variety of different formats	All		In place/ongoing when requested	All parents/carers (including those with disabilities) are able to select the form of communication most suited to their needs
Contact parents/carers of new pupils to ascertain most suitable form of communication with home and any specific communication needs, e.g. visual or hearing impairments (include a specific question in the 'new intake' form)	Head		From September 2016	Parents/carers with disabilities receive information in an accessible format
Provide disabled	Head		Ongoing	Parents/carers with

parents/carers with clear information in advance about access to school meetings and events				disabilities can participate fully in school meetings and events
Investigate use of existing hearing loop system at Lower Redland Road office and display appropriate symbol	Head		By September 2016	Pupils and parents/carers (etc) with hearing impairments can participate fully in school life
Use microphone at assemblies, and on request at parent meetings			Ongoing as needed	Pupils and parents/carers (etc) with hearing impairments can participate fully in school life
Purchase specialist help as necessary, e.g. sign language interpreter, Braille translation	SENCo	As needed	Ongoing as needed	Disabled pupils and parents/carers (etc) can participate fully in school life
When redesigning the school's website, take into account guidance on web accessibility for disabled people	Head		Complete	The website is fully accessible to people with disabilities
Update SEN section of school website (after seeking parents' views via parent/carer SEN questionnaire)	SENCo		Views sought in 2014-15 parent/carer SEN questionnaire. Update SEN section of website to include additional external resources by July 2016	The SEN section of the school's website provides up-to-date information about the school's SEN provision and external sources of advice and support
Provide a glossary of acronyms and common	Head		September 2016	Parents/carers (including those with disabilities) have

terms for parents/carers (on school website and in alternative formats, where necessary)				an easily accessible guide to frequently-used terminology, e.g. 'EYFS', 'Key Stage 1/2', 'LSA'
Seek views of parents/carers about the provision of information by the school (parent/carer questionnaire and parent/carer SEN questionnaire)	SENCo & SEN Governor		Annually in term 6	SENCo identifies any issues that need addressing and takes appropriate action
Hold a meeting with the SENCo for all parents/carers of pupils with disabilities	SENCo		By July 2016	SENCo conveys information about the school's SEN provision and parents have opportunity to ask questions and mingle
Ensure that the school is aware of the information needs of staff and governors with disabilities (include a specific question in relevant paperwork after recruitment/appointment)	Head & Clerk to the governors		Upon recruitment	The school is aware of the information needs of staff and governors and responds appropriately