

# St John's CE VC Primary School

## Accessibility Plan 2022-2025

St John's Primary School aims to ensure equality of education and opportunity for pupils with disabilities and special educational needs (SEND). 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 considers the needs of parents/carers, staff and governors with SEND. It should be read in conjunction with the school's Equality Scheme, Equality Action Plan and SEN Policy and SEN Information Report. It covers the period 2021-2024 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>
All pupils with SEND are included in class learning. Provision, support and resources are in place to meet needs as required	All staff (inc. Inclusion Champions and SENDCo)	None Training for staff regarding achieving inclusive education, as needed	On-going	Pleasant levels of progress are made by pupils with SEND  Evidence: Progress data SEND Report Annual Review documents Assess Plan Do Review Forms Teacher/Tutor Tuition data

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				Discrete Intervention Entry and Exit Data Lesson Drop-Ins Teacher Mentoring Pupil Voice
Ensure that relevant adults are made aware of the individual needs of children with disabilities/SEN and that strategies are shared	Class teachers to share with LSAs, SMSAs, coaches, After School Club, visitors etc	Time to discuss/review Assess Plan Do Reviews Pupil Profiles Behaviour Support Plans	Ongoing as needed	Greater confidence of staff teaching and supporting pupils with disabilities/SEN  Pleasing levels of progress are made by pupils with SEND
Ensure that staff have frequent training in disability/SEN issues (whole-staff training and specialist courses, as necessary)	SENDCo and Inclusion Champions	CPD, as required (*recommended 40% of CPD given to SEND issues - Morewood, 2018)	Ongoing based on needs (dependent on pupils with SEND on roll and expertise of staff)	Greater confidence of staff teaching and supporting pupils with disabilities/SEND and greater understanding of equality issues  Pleasing levels of progress are made by pupils with SEND
Review class allocation/grouping arrangements where necessary	Class teachers with SENDCo/YGLs/ DHs	Time to discuss	Ongoing as needed	Grouping arrangements meet the needs of pupils with disabilities/SEN and improve progress  Pleasing levels of progress are made by pupils with SEND
To access funding for complex needs pupils requiring LSA support, where needed by accessing Top Up Funding.	SENDCo	Top-up funding applications as required	Ongoing	Progress data, annual reviews and small steps, 'soft' data show pleasing progress is being made for pupils requiring a higher level of support
Access to specialist support is sought where necessary, for	SENDCo	Free and costed support accessed, as needed	Ongoing	Specialist support obtained and impact monitored by reference to

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example, speech and language therapy, educational psychologists, OT, nurse, sensory team		Time and cover for teachers/parents to meet with specialists		progress data, Pre-Key Stage levels, small steps targets met
Ensure that the PE curriculum is accessible to all pupils irrespective of disability	PE leader Class teachers	None	Ongoing monitoring of PE lessons	Pupil Voice for PE shows pupils with SEN/Disabilities are positive about PE  Clear evidence of inclusion during Drop-Ins/subject monitoring
Ensure that our after-school activities include SEND/ disabled pupils	PE lead Club providers	None	Ongoing monitoring of attendance of clubs of pupils with SEND	Continued attendance and participation of pupils with SEND at clubs
Ensure pupils with SEND attend school sports competitions	PE Lead	None	Ongoing monitoring of attendance of competitions for pupils with SEND	Representation of pupils with SEND at sports competitions
Ensure that the curriculum, teaching materials and displays promote positive role models with SEND	YGLs Subject Leads	Possible cost for any additional resources	Equalities focus throughout the year addressed in weekly services (on-going) Representation of SEND issues in displays, books and textbooks (on-going) Representation of SEND issues within PSHE materials (termly)	Confidence of pupils with SEND with regards their differences (ability to speak during class services where appropriate etc) and awareness of SEND issues across whole pupil population (monitor through PSHE/pupil voice)
Ensure the learning and achievements of pupils with SEND are celebrated widely	Class teachers	None	Ongoing management of display boards in classroom, around the school, on the website and on the 'Board of Success' (termly)	The work of pupils with SEND displayed in classrooms, around school and photographs on website
Monitor and analyse pupil achievement by disability/SEN	Head Teacher, SENDCo, YGL & Inclusion Champions	Time for discussion	Progress Meetings (3x annually)	Curriculum meets the needs of pupils with SEND (shown through

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and provide additional support as needed through curriculum planning		Possible cost for any additional resources	Annual Reviews Assess Plan Do Review forms Provision Maps Parent Meetings for children with SEND (3x annually)	progress, Drop-ins and Pupil Voice) and staff are confident in strategies for scaffolding
Carry out 'pupil voice' interviews with pupils with SEND	SENDCo & SEN Governor	None	Annually in Term 6 (and throughout the year as part of other pupil voice activities)	SENDCo/class teacher identifies any issues that need addressing and takes appropriate action  Pupils with SEND feel happy and supported at school
Ensure school trips are accessible to all pupils – e.g. by borrowing wheelchairs, using social stories for preparation, undertaking risk assessments, taking extra staff/helpers and any necessary medication, informing providers of disabled pupils' needs	Trip leader	As needed	Ongoing	Pupils with disabilities/SEN participate fully in school trips
Ensure all PTA and other enrichment activities are inclusive to pupils and families with SEND	PTA and staff representatives	As needed	Ongoing	Pupils with disabilities/SEN and their families will participate fully in school trips

## 2. Improving access to the physical environment

Action	Responsibility	Resources	Timescale	Outcomes
All new arrivals made aware of the Fire Alarm on day one, to avoid any stress and personal	Class teachers	None	Ongoing	Pupils aware of the bell and the process before a fire drill or alarm takes place

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risk assessments completed if needed				Reduced anxiety and stress for those with sensory needs
Use of classroom partitions for children with additional sensory needs if needed (certain classrooms at WR more problematic than others)	SENDCo and Class Teachers	Sensory resources bought, as required	Ongoing	Pleasing levels of progress are made by pupils with SEND (data driven and anecdotal – APDR and PAT)  Reduction in dysregulation in pupils with sensory needs (as evidenced in ABCs/Bound and Numbered book/Behaviour Support Plans)
Develop provision at breaktime/lunchtime for children with additional needs at Worrall Road (e.g. sensory or physical)	SENDCo, PE Leads and School Council	Additional equipment/training as required	By July 2022	Pupil voice reflects improved level of happiness and enjoyment in playground (questionnaires in T3 and T6)  Reduction in number of playground incidents being reported to teachers
Develop a sensory room at WR to cater for our SEND pupils needs	SENDCo and Site Manager	Sensory resources bought, as required	By September 2022	Sensory room well used by pupils. Monitor usage and impact  Reduction in dysregulation in pupils with sensory needs (as evidenced in ABCs/Bound and Numbered book/Behaviour Support Plans)
Maintain white/yellow step edging on external steps at both	Site manager	Paint/tape treads	Ongoing	Step edging maintained as appropriate so pupils/parents/staff/visitors

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sites to assist people with visual impairments				with visual impairments are able to use steps safely
Update and maintain Personal Emergency Evacuation Plans at both sites (using the appropriate symbols)	SENDCo	None	Review annually	Personal Emergency Evacuation Plans are in place and updated as necessary, and all disabled pupils can be safely evacuated (as evidenced during Fire Drills/Lockdown Drills)
Fix a sign for wheelchair users at Lower Redland Road front entrance (attached to railings) providing information of how to contact office to gain access to building. Accessibility arrangements explained to prospective visitors on website	Head Teacher/Site Manager/Office Staff	Sign and addition to website	By July 2022	Wheelchair users can alert the office at Lower Redland Road to their presence and gain access with assistance from staff
Contact parents/carers to ascertain their access needs (include a specific question in the 'new intake' form and also allow for this information to be gathered in person or over the phone, if appropriate). Email all parents and include in bulletin	Head Teacher and office staff	None	Ongoing	The school is aware of the access needs of parents/carers (as well as pupils) and responds appropriately
Ensure that the school is aware of the access needs of staff and governors with disabilities (include a specific question in	Head Teacher & Clerk to the governors	None	Upon recruitment	The school is aware of the access needs of staff and governors and responds appropriately

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relevant paperwork on recruitment/appointment)				
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### 3. Improving access to information

Action	Responsibility	Resources	Timescale	Outcomes
Use of accessible formats in teaching materials (e.g. large print, use of symbols as well as words, dyslexia materials, PECS etc) and provide staff training as necessary	Class teachers and SENDCo	As needed	Ongoing	Greater confidence of staff supporting pupils with disabilities/SEND  Progress evident for children with SEND (Progress Meetings, Annual Reviews etc)
Continue to use basic Makaton where appropriate, e.g. in Early Years Foundation Stage (EYFS) and at assemblies and whole-school events	All	Training/refresher as needed	Ongoing	All children and staff know and use some basic Makaton signs and pupils without SEND are able to communicate with their SEND classmates
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 Teacher and office staff	Time to meet parents, if necessary	Ongoing	Parents/carers with disabilities receive information in an accessible format
Provide disabled parents/carers with clear information in advance about access to school meetings and events	Head Teacher, SENDCo and office staff	None	Ongoing	Parents/carers with 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 Teacher/Site Manger		By July 2022	Pupils and parents/carers (etc) with hearing impairments can participate fully in school life

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Use microphone at all services, and on request, at parent meetings	All staff		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	SEND pupils and parents/carers (etc) can participate fully in school life

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