



St John's C of E Primary School

'We are Learning for Living'

“I came that they may have **life** and have it abundantly”

John 10:10

St John's C of E Primary School

Accessibility Plan

1. Policy Administration

Policy Author:	Mandy Evans
Ownership:	Premises Committee
Last Review:	February 2021
Next Review:	March 2023
Ratified By	FGB

2. Policy Objective

“I came that they may have life and have it abundantly” John 10:10

St John's C of E Primary School, Lemsford is committed to providing an environment that enables all pupils and staff at our school to flourish and for all pupils to have full access to a curriculum that values them and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs to be able to be part of that environment.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

St John's C of E Primary School, Lemsford's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

3. Policy Statement

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan is structured to complement and support the school's Equality Statement and Objectives, and should be read in conjunction with this statement, which will similarly be published on the school website. We understand that the Local Authority may monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

4. Policy Criteria and procedure for exceptions

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school to increase the extent to which disabled pupils can take advantage of educational services and opportunities – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

St John's C of E Primary School, Lemsford's Accessibility Plan relates to the key aspects of **physical environment, curriculum and written information**.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Critical Incident Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability (SEND) Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Procedure for exceptions: None

5. Other Matters

- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored through the Governor Premises Committee.
- The school will work in partnership with the Local Authority and Diocese where necessary in developing and implementing this Accessibility Plan.

- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary, and reported to Governors **annually**. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body (Premises Committee)**
- **Head Teacher**
- **SENCo (Inclusion Lead)**

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>External workshops include activities and successes of people with disabilities</p>	<p>Continue to ensure a personalised, differentiated and relevant curriculum for all pupils</p> <p>Continue to review and improve level of resourcing for SEND to ensure best practice at all times</p> <p>Audit any examples of resources that include images or inclusion of people with disabilities</p> <p>Continue to invite external visitors to promote Equality of Opportunity –eg Paralympians</p>	Monitoring of accessibility to be undertaken at least annually	SENCo/Inclusion lead	Ongoing	All pupils will be able to access a relevant differentiated curriculum

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>All pupils with SEND closely tracked for progress including small steps</p> <p>Targets set will reflect the high expectations all staff have of those with SEND</p> <p>Curriculum area reviews will include the needs of those with SEND</p>				
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps available if needed • Disabled and adapted toilets and changing facilities 	<p>Physical access to all areas of the school and grounds is maximized for all</p>	<p>Ensure all staff are aware of these facilities including new members of staff</p>	<p>ME/KW</p>	<p>Ongoing</p>	<p>All areas will be accessible to all pupils and visitors</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school will use a range of communication methods where needed to ensure information is accessible. These could include</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representation 	<p>All classes to consistently use a visual timetable</p>	<p>Leaders including SENCo and HT to ensure necessary adaptations are in place</p>	<p>AG and ME</p>	<p>Ongoing</p>	<p>Information will be clear for all pupils, and for visitors wherever possible</p>

