

# St John's Community Primary and Nursery School

## Accessibility Policy 2021

<b>Formally adopted by the Governing Board of:-</b>	<b>St. John's Community Primary School and Nursery</b>
<b>On:-</b>	<b>2021</b>
<b>Chair of Governors:-</b>	<b>Tim Jermyn</b>
<b>Last updated:-</b>	<b>NA</b>

## Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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

### **We are working within a national framework for educational inclusion provided by:**

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

### **Our Aims are to provide:**

The Staff and Governors of St. John's C.P. School are committed to enabling all children to become lifelong learners and to acquire the attitudes, confidence, skills and knowledge to become resilient citizens within the community.

In order to achieve this, we aim to:-

- Provide a creative and personalised curriculum enabling all pupils to achieve their potential.
- Provide a safe and nurturing environment in which children's emotional well-being is of the utmost importance.

- Provide a wide range of rich and varied experiences which will raise aspirations and encourage enquiring minds.
- Establish purposeful and open relationships with parents.

In order to achieve this, we strive to develop six key values in all young people as detailed below. The values run through all we do in school including the curriculum and are displayed within every class. The values of the school are reviewed regularly with all stakeholders.



### Current good practice:

1. Inclusion and Well-being Mentor works every day at the school to support all children with social and emotional needs/well-being support.
2. There are two large disabled toilets one with shower facilities included.
3. The corridors and doorways are all wide and allow easy access about school.
4. 4. Stair lift fitted allows access internally for all pupils between both storeys of school.
5. There are lots of opportunities for all parents to access support from school in different ways such as newsletters, coffee mornings, virtual chats, one to ones.
6. 6. Staff training has provided staff with opportunities to feel equipped to meet the diverse needs of the community to a high standard and with understanding.
7. All aspects of site are accessible.
8. Parents have many opportunities during the year to access different parts of school life via different mediums- zoom/face to face/emails/calls/newsletters/classroom visits etc.

## St John's Community Primary School and Nursery Accessibility Plan 2021

<b>1. Improving Participation in the Curriculum</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Increase staff confidence in differentiating the curriculum to meet all children's needs.	RA	Lead CPD on different ways to enhance provision to include all.	Training	January 2021	Staff will plan well for all children and this will be seen in outcomes and book looks.
Ensure staff know how to support families at home with home learning	RA	Staff CPD- suggestions and ideas.	Training	January 2021	Parents will evaluate they have been well supported with resources offered. Monitoring will show this.
Ensure during remote learning all work is accessible and adequate support is available along with resources	RA	Clear remote learning policy Support for all pupils with additional needs from SENDCo and class teacher Expectations clear to staff Interventions delivered over zoom	Time for SENDCo to implement this and staff meetings to share with staff	Spring 2021	Children with additional needs will have been well supported during remote learning.
Build on existing good practise and ensure PSED well-being support is excellent for pupils, staff and children	RQ/RA/MR	Inclusion worker to complete THRIVE training. THRIVE overview refresher for all staff Space developed for pupils to access Referral pathway for parents/teacher to the inclusion worker	THRIVE CPD	Spring 2021	THRIVE will be completed and MR will be accredited.
To ensure staff are competent and trained to safely support pupils with medical needs.	RA	Ensure annual medical training for the correct staff is identified and completed. Review with staff how they feel after completing and ensure they are able to support effectively.	CPD	Ongoing annual training	Staff will feel confident to support children.

Restart Forest school for all children once covid allows.	RQ/CH	Look to restart Forest school for all pupils as soon as it is safe to do so. Ensure all pupils can access the space safely.	Ongoing money for resources	December 2021	All pupils will have access to the outdoor space.
Ensure all stakeholders are represented in resources used in school	RA/RQ	Audit resources and representation within them. Talk to children	£500 to buy additional resources.	March 2022	Resources will depict all stakeholders.

## 2. Improving Physical Environment

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Maintain and train staff to use the new stair lift making steps and hall accessible to anyone wheelchair bound	RQ/SA	Staff training for all staff September 2021 Maintenance scheme purchased- April 2021	One hour for CPD	September 2021	Staff will know how to use stair lift safely and it will be maintained to a high spec.
Develop wildlife garden and sensory area	SA/RA/CH	Ensure ongoing maintenance of wildlife garden- look to create a sensory space that can be accessed by pupils that will most benefit from this.	Staff member to take responsibility	Summer 2022	Wildlife garden will be better used by all children

## 3. Improve the Delivery of Written Information

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Develop referral pathways for the inclusion worker	RA/MR	Work together to devise new way of referral pathway ensuring children get seen swiftly and for correct amount of time.	Time	Easter 2021	Referral pathways will be in place and will have been sared with staff and

					<b>families. All will understand them.</b>
<b>SEND newsletter available to all parents termly/monthly.</b>	<b>RA</b>	<b>Discuss with staff and parents needs of community and share most relevant topical links/help/articles.</b>	<b>Time to write</b>	<b>Ongoing</b>	<b>Will be shared on time. Parents will evaluate you it as useful.</b>
<b>Guidance sheets around all aspects of SEND available for staff to help plan IEP's</b>	<b>RA</b>	<b>Staff training Resources shared and available Meetings with Ruth to review plans and ensure best resources used.</b>	<b>Zoom</b>	<b>January 2021</b>	<b>Sheets will be available in SEND area and staff room and will also be on server.</b>

