



St John and St Francis Church School

Accessibility Plan 2018-19

We believe that this Accessibility Plan is compliant 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 on progress of the Accessibility Plan over a prescribed period.

The St John and St Francis Church School Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan was updated to reflect new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural differences. 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.

Our 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. The Accessibility Plan will contain relevant and timely actions to:

- **increase access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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 access to the physical environment** of the school, adding specialist facilities as necessary -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 handouts, timetables, textbooks or teaching resources and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The 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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and 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 ongoing 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. The Accessibility Plan will be monitored by the Governing body.



St John and St Francis Church School

Accessibility Plan

Improving Curriculum Access				
AIM	TASKS	TIMESCALE	PERSON RESPONSIBLE	OUTCOME
Ensure all staff are aware of disabilities and needs within their classrooms	<ul style="list-style-type: none"> - SEN file in each classroom with all relevant information - Specific training for staff working with severe or specific needs - Ongoing support from speech and language therapist (private) 	ongoing	SENCo	
Ensure children and staff are supported in communicating their needs clearly	<ul style="list-style-type: none"> - Use of symbols to support independent access to resources around the classroom - Use of visual timetables - Use of symbol based choices boards where needed (i.e. Picture Exchange Communication System) - Use of exit cards or help cards for specific children (including toilet cards) 	ongoing	SENCo Class Teachers	
Improve the provision and support for children with SEMH needs throughout the school	<ul style="list-style-type: none"> - Develop role of ELSA as a full time role working across the school - Develop time out areas for specific children – agreed safe places for them to access when overwhelmed - Nurture gardening groups alongside ELSA to support social skills and collaboration - Continue nurture breakfast club for key families 	ongoing	SENCo Head Teacher ELSA	
Ensure the needs of children with EHCPs are fully met and allow them to achieve their full potential	<ul style="list-style-type: none"> - Use of Pupil Progress Meetings to review impact of support and adapt practice - Smaller teaching groups in UKS2 - Support and training for staff working 1:1 - Additional transition arrangements for new classes or transition to secondary - Application for new EHCPs as needed 	ongoing	Head Teacher Class Teachers SENCo	



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Improving Physical Access				
AIM	TASKS	TIMESCALE	PERSON RESPONSIBLE	OUTCOME
Ensure all fire escape routes are accessible to all	<ul style="list-style-type: none"> - Visual check on routes - Fire drills - Walk through with support services (PIMS) for additional advice 	ongoing	Head Teacher SENCo Site manager	
Ensure access for children with disabilities such as physical or visual impairments is safe	<ul style="list-style-type: none"> - Access advice from VIS - Clear signage around school, symbols as well as written - Disabled parking bays designated and clearly marked - Ensure all routes are free from congestion, hazards and litter 	ongoing	SENCo Site manager	
Ensure all physical access needs are identified prior to a child starting school	<ul style="list-style-type: none"> - School Entry Planning system used to identify needs of children entering EYFS - Home visits arranged if needed for children with very complex needs - Liaison with previous settings to identify key needs for children starting outside EYFS - Liaison with external advisory or NHS services to assess need and plan provision and support 	Summer Term for EYFS As needed for others	SENCo	

Improving delivery of written information				
AIM	TASKS	TIMESCALE	PERSON RESPONSIBLE	OUTCOME
Improve access to written information for pupils with individual needs	<ul style="list-style-type: none"> - Use of coloured overlays to support visual stress - Use of writing slopes and enlarged texts for children with VI - Use of symbols to support understanding of written information 	Throughout year	Class Teachers SENCo	