



St John and St Francis Church School

Accessibility Plan 2019-2022

The Governors and staff at St John and St Francis Church School want all children to enjoy school, to be challenged to achieve their very best, and to ensure each and every child exceeds their own expectations of themselves. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Introduction

Schools and LA's need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Purpose of this Plan

This plan shows how St John and St Francis Church School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. We aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits without additional charges where possible.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum ensuring all children are included in all aspects of school	Be aware of staff training needs on curriculum access Assign CPD and monitoring for precise assessment, differentiation and recording Methods and effective use of TAs	On-going and as required Reviewed termly through SLT monitoring	HT/DHT'S/SLT SENCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff/ teachers have specific training on disability/inclusion issues	Provide CPD from Ed Psych and Speech Therapist, OT, Epilepsy & Diabetes Nurses, Autism and Communication Team	Annual training	Updated annually SENCo	Raised confidence of support staff Children able to access the curriculum with more independence and confidence

Ensure all staff are aware of disabled children's curriculum access	Create and maintain individual Healthcare Plans and Pupil Reviews when required Information sharing with all staff and agencies involved with individual children	Updated termly. Relevant information held As new children enter school and additional needs become apparent	SENCo	All staff aware of individual children's needs
To improve the quality of provision for children with specific special needs	Provide calms space and sensory equipment where children who suffer from over stimulation can receive supervision appropriate to their needs.	Ongoing	SENCo/SLT	Provision enhanced for children with specific needs.
To ensure all children and teachers are able to communicate effectively	Purchase Communicate in Print (Widgit) to be used by all staff to support children with communication difficulties. Provide in house training on how to use Communicate in Print (Widgit) effectively	Ongoing	SENCo/SLT/	Children are supported by visual cues

Improving access to the physical environment of the school

St John and St Francis Church School is situated on a large, flat site with a car park at the front. To ensure access to pupils, or their parents, with disabilities; the school has one disabled parking bay. The entrance to the main office and the main school building is via double doors which lead, with easy access for all, to the ground floor environment. There is a disabled toilet close to the main hall which is accessible to all.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis. Further provision, will be negotiated when a pupil's specific needs are known.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create Healthcare plans for individual disabled pupils or those with other medical conditions when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process in order to plan ahead	Written and updated annually and when children join the school or additional needs are identified Induction and on-going if required Annually Fair recruitment process	SENCO HT HT/SLT HT/SLT	All staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Maintain signage and external access for visually impaired people/those with communication needs	Ensure yellow markings are maintained and re-painted as necessary Maintain external lighting Ensure walkways are free from litter and hazards Visually inspect and maintain signage in terms of damage and cleanliness	Annually Daily Daily	Site Manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils needed following advice from the physical impairment team. Develop a system to ensure all staff are aware of their responsibilities	Completed on a 'needs basis' in response to personal need Annually in September	SENCo	All disabled pupils and staff working alongside are safe in the event of a fire or emergency
All fire escape routes are suitable for all	Routes visual check. Practice fire drills.	Weekly Termly	Site Manager/SLT	All disabled staff, pupils and visitors able to have safe independent exit points
	Ensure appropriate resources are available for	Check Termly	SENCo	All children have

To improve educational experiences for visually impaired children	children with VI			good visual access to the whiteboard and other teaching aids.
To develop a changing space in the Reception area for children with toileting issues	Develop the site to include accessible toilets which are an accessible height and with sensor controlled hand washing facilities for children with motor skill issues the Reception classrooms		Site Manager Local Authority Headteacher SENCo	Specific children with toileting and physical issues are able to use this facility

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "clear" English and translated into different languages where appropriate. School office will support and help parents to access information and complete school forms.	During induction On-going Current	Office School Office EAL Lead	All parents receive information in a form that they can access All parents understand what are the headlines of the school information

Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	Daily for class resources	Class Teacher SENCo School Office	Excellent communication Pupils are able to access the curriculum independently and with confidence
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and adjustments to make information accessible Dyslexia Friendly paper in use for photocopying	Review annually or during new staff induction	SENCo Class Teachers	Staff produce their own resources to support children
Languages other than English to be visible in school	Some signs to be multi-lingual both in the classroom and in the wider school site.	As required	HT/SLT EAL Lead SENCo Site Manager	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	HT SENCo	Pupils and/or parents feel supported and included

Management, coordination and implementation

The SENCo and governing body of St John and St Francis Church School are responsible for this plan and will report on it annually.

Availability of the school's plan

This plan is available to view/download from the school's website, or can be obtained as a paper version from the school's office.

Jenny Venning

September 2019