



Accessibility Policy and Plan

St John's Catholic Primary School

2021/2022

This policy was adopted November 2021

This policy will be reviewed November 2022

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1 Introduction

St John's Catholic Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St John's Catholic Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually. Reference should also be made to other relevant policies and School Development Plan actions linked to Individual Needs

The Accessibility Plan will contain relevant actions to:

- a. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- b. Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- c. Improve and make reasonable adjustments to 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 time frame.

The School's complaints procedure covers the Accessibility Plan. The Plan will be monitored by the Governors responsible for Premises and Health & Safety and then discussed and reported at full Governing Body meetings.

We acknowledge that there is a need for on-going awareness raising and training for staff and Governors in the matter of disability discrimination and the need to inform attitudes on this matter. We have engaged support from SEND link advisor for West Sussex to ensure all staff are upskilled in this area.

2 Aims

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.

At St John's we firmly believe that every child and adult was created in God's likeness and image and should be treated as unique and precious. Every individual in school should have the same access to the curriculum, school building and where at all possible physical barriers should be removed and if it is not possible to remove them adjustments should be made to ensure the child or adult is not hindered in anyway.

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

3 Legislation and guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

4 Action plan

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs 	Training for teachers on differentiating the curriculum for different needs	<p>Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.</p> <p>Undertake an audit of staff training requirements,</p>	SENCo		<p>Increase in access to the curriculum</p> <p>All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning.</p>

	<ul style="list-style-type: none"> • The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Availability of written material in alternative formats when specifically requested.</p> <p>Make available school Newsletters, etc. and other information for parents in alternative formats when specifically requested.</p>	<p>Investigate ways to create alternative formats should it be required in the future.</p>	<p>Headteacher</p>	<p>The use of other professional partners have been accessed to support necessary provisions within school.</p> <p>The school will be able to provide written information in different formats when requested for individual purposes</p> <p>Delivery of information to disabled pupils and their parents improved</p> <p>There are alternative methods to communicate with parents considering a range of potential requirements.</p>
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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • All parts of the school are on one level and each classroom has access through the playground • School has ramps available for wheelchair users • All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils. 	<p>Library shelves at wheelchair-accessible height</p> <p>School leaders will ensure that no children with disabilities are discriminated against due to the nature of their disability and all reasonable adjustments will be made to provide appropriate provision</p> <p>Disabled parking bays- Ensure any person with a disability attending the school is offered parking to assist and has a space that allows easy access to the school office.</p>	<p>Review all out-of-school provision to ensure compliance with legislation</p> <p>A site review to look at car parking, playground access and internal provisions for disabled access</p> <p>Review car parking provision and mark out a disabled bay</p>	<p>Premises Manager</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>Increase in access to all school activities for all disabled pupils Adjusted as and when needs require</p> <p>Clear well marked disabled bay within the car park.</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • Personalised provision for pupils where it is required • Large print resources 	<ul style="list-style-type: none"> • Induction loops • Pictorial or symbolic representations • Internal signage 	<p>Look at costings for induction loops and ensure we have the ability to fit them at the relevant locations.</p>	<p>Premises Manager</p>	<p>Induction loops have been investigated and if appropriate they have been fitted in the office and other key locations.</p>
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This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

