



Coppull St. John's C.E. Primary School



Overview

Under the provisions of the Equality Act 2010 Coppull St John's school recognises the need to provide adequate resources for implementing an accessibility plan and we will ensure that the plan reflects our Disability, SEN and Single Equality Policies. In line with those policies we will take the necessary steps to ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn and to enjoy community life.

Mission Statement

'We are growing and learning together in God's Love'

Coppull, St John's, School provides for all pupils and staff a caring, loving and happy environment where everyone is valued as a unique individual.

We aim to promote a love of learning, individual responsibility and a respect of others in a family atmosphere.

Christian values provide the key to the school ethos and the spiritual development of all in the life of the community, nurturing an understanding of the Christian faith.

We seek to create a partnership between home, parish and school, as together we lay the foundations which will prepare our pupils for entry into the wider community.

Objectives



1. Increase the extent to which SEN and disabled pupils can participate in the curriculum
2. Improve the physical environment of school to enable SEN and disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible information to SEN and disabled pupils

Strategy:

Information from pupil data and school audit

The school currently has an average of 11% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including.

- Speech and language difficulties and dyslexia, dyspraxia, Autism, speech impairment, social and emotional difficulties. Approximately 9% of the children have additional needs and 18% of the children have, medical needs such as severe allergies, asthma and severe physical difficulties.
- The school has physical access to the main entrance by ramp and there are disabled toilet facilities available and accessible.
- The interior of the building is not fully – accessible due to steps from the corridor level to the KS 1 classrooms however, this could be overcome with reasonable adjustments, such as using other routes. –
- Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 5 designated spaces.
- School gates are padlocked during the school day to prevent vehicles entering the site.
- All play areas are fenced off from the car park by a locked gate or are sited to the side and rear of the building away from the car park. – Emergency and evacuation procedures are accessible to all at present.
- Alarms are auditory and the assembly point is on the playground.
- Space for quiet work and small group work is limited but has been improved over recent years, with the introduction of the nurture room and the library.
- Pupils can work in the just outside the EYFS and Key Stage 1 classrooms, the hall and corridor outside class 4 are also used, particularly during phonics time.
- All pupils are encouraged to take part in the full curriculum.
- Pupils with disabilities are included in dramatic productions, music, PE, after school clubs and class sharing acts of worship.
- School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' individual targets as specified on their SEN support plans.

- Staff liaise with specialist and support services.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources.
- Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them.
- Coloured overlays and different coloured paper is used where this has been identified as being effective for a specific child.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens.
- There is a register of children with medical needs and care plans.
- Photographs of children with specific medical needs or allergies are displayed in the staff room and classroom.
- Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.
- Epi-pens and inhalers are always taken on visits / trips out of school.
- Staff trained in first aid and the use of epi-pens always accompany trips.

Views of those consulted during the development of the plan

- Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan.
- Through feedback received at parent consultations and SEN reviews we are confident that the school adopts a curriculum to meet the needs of all pupils including disabled pupils.
- Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly.
- The review process takes account of the view of the child when planning for their support.

EQUALITY & INCLUSION TARGET STRATEGY

To continue to improve and further develop staff awareness of disability & equality issues.

Review training needs.

Provide training as necessary or appropriate.



Coppull St John's C of E . Primary School Accessibility Plan 2017 - 2020

Equality and Inclusion				
Target	Strategy	Time	Success Criteria	Progress
To improve staff awareness of disability & equality issues	Review training needs. Provide training as necessary or appropriate.	Discussed at PMR and re-visited throughout the year.	Equality and disability issues are identified and addressed by all staff. Staff aware of the differing needs of pupils and this is reflected in policies and practice	SENDO attending regular updates. SLO and DSLO attended appropriate training. Staff training provided in twilight sessions.
To insure all policies, where necessary, consider the implications of disability access.	During natural review of policies, consider and include measures to address disability access	Follow cycle of MER re school policies	Policies are fully inclusive of issues related to disability and reflect current legislation.	Policies reviewed as stated.
Curriculum Access				
To continue to increase the confidence and knowledge of all staff	Audit staff training needs on curriculum access. Assign CPD	Autumn term for medical needs training.	2017-2018 focus on dyslexia. Training provided for all	Staff more aware of strategies to use

<p>in differentiating the curriculum to meet the needs of pupils with disabilities or SEN. c</p>	<p>to meet the needs of whole staff and individuals. Online learning modules if required and access training from LA/ Speech and Language Therapy Service etc</p>	<p>Spring term Dyslexia training. On going.</p>	<p>staff by SEND team. Re-visit training for asthma and use of Epi-pen Future training to be agreed on a yearly basis to match needs of children.</p>	<p>with children in class. All staff more confident when working with children. Children making good progress.</p>
<p>To ensure that all school visits and trips are accessible to all pupils.</p>	<p>All visits to include a pre-visit by lead teacher. All risk assessments completed to include all the needs of all the children. Strategies included to make sure all children can access the planned trips. E.g. additional staff.</p>	<p>On going</p>	<p>Disabled children feel able to participate equally in out of school activities.</p>	<p>All children included in school trips.</p>
<p>To ensure disabled children can take part equally in lunchtime and after school activities</p>	<p>Discuss with colleagues running clubs after school. School to ensure that support is provided for this pupils, as necessary</p>	<p>On going</p>	<p>All children included in lunch time and extra curricular activities.</p>	<p>School and AFC to provide extra support to enable pupils with disabilities to attend extracurricular activities</p>

<p>To provide specialist equipment to promote participation in learning by all pupils</p>	<p>Assess the needs of the all the children to in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes, communication aids etc.</p>	<p>On going</p>	<p>Review as part of SEND reviews on a half termly basis.</p>	<p>All equipment and SEND strategies reviewed and new equipment purchased as required.</p>
<p>Physical Access</p>				
<p>To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<p>Audit of accessibility of school buildings and grounds by SLT and Buildings, Health & Safety Governors. Suggest actions and implement as budget allows.</p>	<p>Termly checks and links with Health and Safety checks carried out by school site supervisor. Also links with Cowan and Co to ensure school site is kept safe and appropriate for all children's needs.</p>	<p>Modifications will be made to the school building to improve access and safe usage of the grounds.</p>	<p>Edge of step in class 2 to be coloured to ensure it is noticeable for those with impaired sight.</p>
<p>As pupil's with disabilities / SEN move to different classrooms ensure that an environmental audit is carried out to access any physical improvements which</p>	<p>SLT, Teachers & TAs will assess the suitability and necessary changes in each classroom for pupils with SEN /disabilities.</p>	<p>On going Considering seating available and arrangements for wheel chairs in the hall.</p>	<p>Modifications will be made to the classroom</p>	<p>Building accessible to all children and their families.</p>

need to be made to the classroom.	School events in the hall made available to wheel chair users.			
Communication				
Ensure we ask all staff/ children/parents/carers to indicate access needs when joining the school	Include in starter pack and also ask at 1:1 meetings with prospective parents.	Summer terms and followed up in September.	All who are a part of the school and visitors will feel welcomed and valued.	
To provide alternative formats/languages when needed for information.	Support from LCC services for alternative formats when necessary	As necessary.		Letters will be translated as appropriate.
To provide written communication in various formats	Make parents and visitors aware that our information can be sent via email, text, website and that formats and fonts can be changed. Larger print copies will be made available.		All connected with school will have access to the necessary information	All parents and families kept up to date with events and changes within school.

