

Read St John's Church of England Primary School



Accessibility Policy

Sowing the seeds of tomorrow; growing in the light of the lord.

Matthew 13:1-23

Trust, Friendship, Compassion, Perseverance, Forgiveness, Respect, Service, Responsibility

This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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

At Read St. John’s CE Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their needs: education, physical, sensory, social, spiritual, emotional or cultural. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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;
- Maintain access to the physical environment of the school;
- Improve 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 timeframe.

This policy should be read alongside the following policies;

- Health and safety
- Special Educational Needs
- All curriculum area policies
- Equality
- Staff Handbook
- Behaviour

The following practices are currently in place:

Curriculum:

- Data obtained on pupils entering the Foundation Stage and those transferring from other schools to facilitate advanced planning;
- Established procedures for the identification and support of pupils with Special Educational Needs and disabilities;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Adapted curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, English and numeracy skills as well as other curriculum support;
- Special considerations for pupils taking part in tests e.g. adult readers provided where necessary;
- Intervention space available for small group teaching;
- Where a child has a special need whereby they cannot access the curriculum, a teaching assistant will be deployed to plan and deliver according to their individual targets;
- Strong links with outside support agencies;
- Regular opportunities for SEND children to participate in sports representing the school;
- Consideration of children's preferred learning styles.

Physical Environment:

- Wide access doors from the corridor into all KS2 classrooms;
- Double gates to carpark to allow access for all vehicles;
- Disabled toilet facility;
- A ramp to provide access to the hall;

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to-one meetings with the SENDCO/Headteacher;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs;
- Information sharing between key members of staff;
- All children on the SEND register are provided with a termly Personalised Overview of Provision;
- POP's shared with parents at least once a term;
- Progress of SEND children is tracked closely every half term.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process, the progress of which is monitored termly by Governors and the Leadership Team. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

The Governors will evaluate and report on its impact annually to parents/carers, utilising evidence gained from feedback from individual children, agencies, performance data and feedback from parents/carers.

Signed: (Headteacher) **Date:**

Signed: (Chair of Governors) **Date:**