



St. John's C. of E.

Blackpool's First Free School 1817

Accessibility Plan

2021 - 2024

Last updated: September 2021

St John's C.E. Primary School, Blackpool

Accessibility Plan 2021-24

Aims of the Accessibility Plan

This plan outlines how St John's CE Primary school aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment or building works.

The purpose and direction of the school's plan: vision and values

At St John's CE Primary School, 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. St John's CE Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities.

The accessibility audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

Visual disabilities – this includes those with visual impairments and sensitivities

Auditory disabilities – this includes those with hearing impairments and sensitivities

Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers.</p> <p>Ensure the school staff & governors are aware of access issues.</p>	<p>a) to create access plans for individual disabled children.</p> <p>b) to ensure staff and governors can access areas of school used for meetings.</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) Staff to share learning / one page profile information with volunteers and support staff to ensure continuity of care for the children.</p>	<p>SENCO / class teacher</p> <p>Head teacher</p> <p>Head teacher</p> <p>Head teacher / Business Manager</p> <p>SENCO</p>	<p>Plans are in place for disabled pupils, and all staff are aware of pupils' needs. Learning profiles are in place for all SEN children and one page profiles for children with an EHC.</p> <p>All staff & governors are confident that their needs are met. Lifts available to each floor.</p> <p>Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.</p> <p>Volunteers are aware of needs of SEN children as appropriate.</p>
<p>Ensure everyone has access to Reception area.</p>	<p>a) ensure that nothing is preventing wheelchair access.</p>	<p>Site Supervisor / Business Manager</p>	<p>Disabled parents / carers / visitors feel welcome.</p>

Maintain safe access for visually impaired people.	Check condition of yellow paint on step edges regularly. Check exterior lighting is working on a regular basis.	Site Supervisor / Business Manager	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
Ensure all disabled people can be safely evacuated.	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the specific needs of the child held on their learning profile information. c) Investigate the cost of an Evac chair and associated training.	SENCO Head teacher to remind staff Business Manager	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages.	Plans for a welcome sign in reception – need to decide which languages to use.	Head teacher / SENCO	ALL People feel they are welcome in school.
Inclusive discussion of access to information for all parents.	Ask parents about preferred formats for accessing information e.g. Braille, other languages. Translation Tool to be added to website to allow multi-lingual access.	SENCO / Head teacher SENCO/Head teacher	Staff are more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	SENCO / Head teacher	Raised confidence of support staff.
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access.	Set up a system of learning / one page profiles of disabled children when appropriate. Share information with all agencies involved with each child.	SENCO	All staff are aware of individual's needs.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports.	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. support as appropriate.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	SENCO & Head teacher	Gradual introduction of disability issues into all curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with After School Club staff, and people running other clubs after school. Support would have to be available – especially after school.	SENCO	Disabled children feel able to participate equally in out of school activities. Disabled lift to access After School Club.