



ACCESSIBILITY PLAN - 2016 to 2020

St John's CE First School



St John's CE First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC). The contents of this policy are fully in keeping with this commitment.

1. This Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the period September 2016- September 2020 ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. St John's First School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - Maintain excellent access to the **curriculum** for pupils with a disability, expanding 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 duties

¹ Include the Diocese in consultation when applicable.

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 school 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 excellent access to the **physical** environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
 7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum
 - Equality Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
 - School Prospectus and Mission Statement
 - Teaching and Learning
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of Wimborne Academy Trust. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An

accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed and will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.
13. The Accessibility Plan will be monitored through the Governors
14. The school will work in partnership with Wimborne Academy Trust, the Local Authority and Salisbury Diocese in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Date of review: May 2017

Date for review: Summer Term 2020

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, Educational Psychologist, school nurse, link professionals, inset eg manual handling, behaviour support, Hearing support service	SENCo to manage training needs All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Autumn 2016 – ongoing	Pupils and their families feel supported and their needs understood Increased access to an appropriate curriculum for all pupils Pupils achieve standards in line with their ability Staff are confident in meeting the needs of pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation Consider reasonable adjustments required to enable all pupils to participate in school activities	Head of School teacher responsible for educational visits SENCo	Autumn 2016 – ongoing	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils Pupils and their families feel included in and out of school activities
To ensure indoor and outdoor classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Review height of chairs, stools, computers etc Request support from OT and act on advice.	SLT Class teachers SENCo	Ongoing	More time available for pupils to participate in curriculum activities
Training for SEN Governor in terms of Raising Awareness of Disability Issues	Provide training for governors	SENCo SEN Governor	Ongoing	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to	Review needs of pupils within each class and staff	Head of School Class teachers	Reviewed annually	All pupils are supported to achieve their full potential

support pupils' participation	accordingly Relevant and appropriate training given to staff. Ensure staff skills are matched to pupil needs	SENCo		
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St John's CE First School Accessibility Plan- 2016-20 Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File/My Concern, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Hygiene facilities to be made available for personal care	Suitability review of school building - DCC P. Scothern Audit of needs of pupils Appropriate equipment to be purchased Supported requested from OT and other appropriate outside agencies Adapt the Snug	Head of School SENCo WAT -	Summer/Autumn 2017	School will have a working hygiene room to meet the personal care needs of the pupils. Enabling pupils to full time education
Continue provide Social Emotional and Mental Health support through relocating Nurture/ELSA Room	Provide a modular building with in a suitable position in the school grounds. Resources to meet the needs of the pupils	Head of School SENCo Site facilities manager WAT -	Summer /Autumn 2017	Social and emotional needs of the pupils being met in a suitable environment.
<ul style="list-style-type: none"> ◦ Pedestrian access ◦ Paving 	<ul style="list-style-type: none"> ◦ Review Pedestrian access ◦ Ensure access is appropriate for wheelchairs and motorised chairs ◦ 1) Review levels and gradients 	Site facilities manager Head of School SENCo	Beginning of each term	The area outside the school building is safe and welcoming and the physical building is improved by removing hazards. Pupils and their families with disabilities are quickly and easily able to access the building.

<ul style="list-style-type: none"> ◦ External lighting 	<ul style="list-style-type: none"> ◦ 2) Define footpath edges 3) Non slip surfaces on decking ◦ 4) Railings maintained. ◦ Ensure lighting to outside areas is operational and adequate 			
<ul style="list-style-type: none"> ◦ Offer appropriate facilities, signage and aids for visual and hearing impaired 	<p>Review venues for meetings Ensure the classroom and the resources are appropriate Audit signage</p>	<p>SENCo Head of School</p>	<p>Annually</p>	<p>Pupils and their families with disabilities are able to access the information they need</p>
<p>Improve the flooring throughout the main corridors of the school to be accessible to all</p>	<p>Replace carpets in the main corridors of the school with non slip flooring.</p>	<p>Site facilities manager</p>	<p>Summer 2017</p>	<p>Pupils and families feel safe and welcomed into the school.</p>

St John's CE VC First School Accessibility Plan- 2016-20 Improving the Delivery of Written Information

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website	All written information available to pupils and their parents will be considered in detail by the SLT, parent links and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise; The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.	SLT SENCo	Reviewed termly	All future written information is designed with the specific needs of disabled pupils in mind; Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.
The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need	Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs; A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school;	Head of School SENCo	Ongoing	Staff are aware of the different ways in which pupils take on and learn new information; Thought is given to all future communication with disabled pupils in mind; The school is more effective in meeting the needs of pupils with a disability;

	Specific training for those developing written information for the school and class teachers supporting pupils with specific needs.			Pupils with a disability and their parents feel welcome and confident that their needs are being met.
◦ Review documentation with a view of ensuring accessibility for pupils with visual impairment and SEND eg dyslexia	◦ Get advice from HVSS on alternative formats and use of IT software to produce customised materials.	Head of School SENCo	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.

