



# Accessibility Plan

*Let your light shine* Matthew 5:16

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## 1. 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 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

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. We also aim to ensure accessibility for all staff, governors, parents and visitors to the school. We are committed to providing an accessible environment which values and includes everyone 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.

It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive, Christian ethos of our school.

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. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and School Support Partnership, the SENDCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate. The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Educational psychologists
- School nurse
- NHS Specialist Practitioners

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.

We have included a range of stakeholders in the development of this accessibility plan.

## 2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

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

#### St Mary & St John C.E.V.A. Primary School 3 Year Action Plan 2023-2026

PRIORITY	LEAD PEOPLE	STRATEGY/ACTION	RESOURCES	TIME	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	SLT, SENDCo, Teachers, TAs/EY Practitioners	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> </ul> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <ul style="list-style-type: none"> <li>Staff training to support pupils with additional needs and disabilities, e.g. Downs' Syndrome, Sensory, Autism, ACEs</li> </ul>	<p>Physical consumables, e.g. pencil grips, overlays; noise cancelling headphones, chewy and fidget gadgets, support cushions and screens, etc.</p> <p>Target Tracker</p> <p>IEPs, EHCPs</p> <p>Professional trainers</p>	Ongoing	<p>Pupils can access the curriculum</p> <p>Appropriate next steps are planned and implemented for individual pupils</p> <p>Staff have developed knowledge and understanding and are able to support different pupils needs</p>

PRIORITY	LEAD PEOPLE	STRATEGY/ACTION	RESOURCES	TIME	SUCCESS CRITERIA
Improve and maintain access to the physical environment	SLT, Governors	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Disabled parking bay</li> <li>• Disabled toilet and changing facility</li> </ul>		Ongoing	Parents, pupils and visitors can access school Pupils requiring assisted toileting and intimate care are catered for
	Premises Officer	<ul style="list-style-type: none"> <li>• Coded door locks</li> </ul>	Door lock to be installed in Year 1	Aug 2023	Pupil in Year 1 is kept safe
	SEMH Lead, ELSAs	Ongoing development of 'The Nurture Room' as a safe/quiet space and maintenance and development of the resources within	Consumable resources for individuals	Ongoing	Safe/meeting space available for pupil(s) and staff
Improve the delivery of information to pupils with a disability	SENDCo, SEMH Lead, Teachers, TAs/EY Practitioners, Premises Officer	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Sound Bar - Induction loop, installed in appropriate classroom</li> <li>• Pictorial or symbolic representations to support pupils with sensory, processing and SEM needs.</li> <li>• Large print and modified resources to support visual impairment</li> </ul>	Northants LA Sound Bar	Aug 2022	Pupil has amplified sound in classroom and can access teaching
			Printed and laminated visual timetables and SEMH cards	Ongoing	Pupils communication is effective
			Adapted text and images, iPad	Jan 2023	Pupil can access printed and visual text and images

## St Mary & St John C.E.V.A. Primary School 2 Year Action Plan 2020-2022

Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria
Planned Year 6 classroom designed to be accessibility compliant	Gov Body, RW, FW	To ensure architectural designs cater for disabled access.	Architect employed Autumn 2019 to plan classroom	Spring 2020	Completed 2020. New classroom facility is accessibility compliant with safe wheelchair access

### St Mary & St John C.E.V.A. Primary School 2 Year Action Plan 2017-2019

Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria
Planned nursery facility designed to be accessibility compliant	Gov Body, RW, FW, EYFS Lead	To ensure architectural designs cater for disabled access.	Architect employed Autumn 2017 to plan nursery	Summer 2018	Completed 2020. New nursery facility is accessibility compliant with safe wheelchair access from external doors.

### St Mary & St John C.E.V.A. Primary School 2 Year Action Plan 2015-2017

Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria
Ramped access into classroom	SENDCo/ AH/RCC	To add ramp to back entrance of Year 5 classroom	Purchase and building of external ramp – RCC Funded	Summer Term 6 2016	Completed. Smooth, safe wheelchair access to classroom
Children's Garden	SENDCo/ AH	To move children's garden, providing wheelchair access	Purchase and building of fence	Spring Term 4 2016	Completed. Easier Wheelchair access
Ramped access into classroom	SENDCo/ AH/RCC	To modify and extend ramp to back entrance of Year 6 classroom	Purchase and building of external ramp – RCC Funded	Summer Term 6 2017	Priority cancelled. Pupil left school. Proposed building work may change emergency exit.

## St Mary & St John C.E.V.A. Primary School 2 Year Action Plan 2014-2015

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Appropriate use of specialised equipment to benefit individual pupils and staff	GC/NH/TB/SF/AH/JL/KO	To train staff in using hoist	Training session in school £300	Summer Term 2014	Completed. Staff confident in using hoist to transfer pupil.
Appropriate physiotherapy	GC/NH/TB	To train staff to deliver correct physiotherapy programme	Training session in school £300	Summer Term 2014	Completed. Staff confidently and safely delivering physio programme
Provision of wheelchair accessible toilet with changing facilities	FW/AH	To build a wheelchair accessible toilet with changing facilities	LA funded project	Summer Break 2014	Completed School has an accessible toilet facility
Provision of Keypad door lock for reception class	AH	To purchase and fit keypad lock to door	Cost of keypad and fitting	August 2014	Completed. Reception door locked and pupils contained in safe environment
Training for teachers on differentiating the curriculum and effective feedback and marking	SF	Training course arranged	Cost of course £100 Supply Cover £150	Autumn Term 2014	Completed. Needs of all learners met
Ramped access into classroom	SENDCo/ AH	To add ramped door strip to back entrance of Year 3 classroom	Purchase and fitting of ramped door strip	Autumn Term 2014	Completed. Smooth, safe wheelchair access to classroom

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher, SLT and Governors Finance & Premises Committee.

It will be approved by the Headteacher and Governors Finance & Premises Committee.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical needs policy