



# **St. John's Stonefold C.E. Primary School**

<b>ACCESSIBILITY PLAN POLICY</b>	
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***Peace Endurance Respect Compassion  
Honesty***

***Rooted and established in God's Love:***

***Nurture, Grow, Fly***

## Accessibility Plan

### Introduction

We at St. John's' C of E Primary School, Stonefold are committed to ensure children learn in a welcoming and loving Christian environment in which all feel happy and included.

### Equality Act

St John's Primary school welcomes its duties under the Equality Act (2010). The Equality Act establishes 9 protected characteristics which apply to schools. The first 7 characteristics apply to pupils:

- **Disability**
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

### Public Sector Equality Duty (2011)

St. John's C.E. Primary School has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- to foster good relations **between persons who share a relevant protected characteristic and persons who do not share it.**

We value every learner as an individual who has an important part to play in our community. We encourage all learners to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens.

### Context

The Accessibility Plan is the Governing Body's response to the requirements of the Special Educational Needs and Disability Act 2001, which requires that a child should not be treated less favourably for a reason related to a disability. The plan was created for the school and will be kept under review by the Governing Body and revised annually as necessary.

Our school strives to ensure that the culture and ethos of the school are such that whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Children should be provided with the opportunity to experience, understand and value diversity.

### Definitions

The legislation defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities." Physical or mental impairment includes sensory impairments and also hidden impairments. Discrimination is defined as treating pupils less favourably than others without justification.

## **Aims**

**Curriculum** – the aim is to increase the extent to which disabled children can participate in the school curriculum.

**Physical environment** – the aim is to improve the physical environment of the school so as to increase the extent to which disabled children are able to take advantage of the education provided by the school.

**Information** - the aim is to improve the delivery to disabled children of information, which is provided for children who are not disabled.

## **Objectives**

**Curriculum** to ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs. All children should have access to an excellent education, both academic and social, in a

**Physical Environment** to ensure that as far as reasonably practicable, the needs of children/staff/parents with disabilities are met in terms of access within the physical environment of the school.

**Information** to ensure that written and other forms of communications with children and parents take into account the needs of those with disabilities.

## **Implementation**

The Headteacher will make all staff aware of the accessibility plan along with support from the schools Inclusion Manager.

This accessibility plan will work alongside the school's equalities policy and inclusion policy- please find on the school website or you can request a copy from school directly.

## **Curriculum**

Half termly meetings will be held with staff to discuss issues that may arise concerning access and to ensure everyone understands their roles and responsibilities.

Access will be enhanced by the effective deployment of teaching assistants and by deploying multi-sensory techniques as appropriate.

Regular meetings will be held with teaching assistants, class teachers and the SENCo to discuss their work with disabled children.

Continuing Professional Development activities/training courses will be arranged for staff as appropriate.

The support of outside advisers/agencies will be sought to enhance the knowledge and techniques of the staff.

Advice will be provided to all staff to ensure that as far as reasonably practicable, disabled children have access to all practical, expressive and physical activities.

Advice will be provided to staff on suitable classroom layouts to accommodate the needs of disabled children and children with special educational needs.

Audits from specialised agencies will be arranged to assess suitability of the learning environments for disabled children and children with special educational needs.

Staff will take account of mobility difficulties in the movement of children and parents into, out of and around the school. The Inclusion Manager and Senior Leadership Team will discuss issues of accessibility as children move from Early Years into Key Stage 1 and from Key Stage 1 into Key Stage 2.

As far as reasonably practicable, all children will have the opportunity to participate in activities and educational visits irrespective of disability.

All children will take part in lessons and projects that educate the whole school community on disability. (Linking with PSHE and R.E. lessons)

Equality for disabled children and children with special educational needs is included as an explicit aim in all of our school policies.

### **Physical Environment**

The school buildings provide access for disabled children, with a single story building accessible at all areas. The main entrance includes ramped access.

Emergency evacuation procedures are in place to provide 1:1 supervision of disabled children and those with special educational needs.

Disabled toilet and changing facilities are available for Early Years, Key Stage 1 and Key Stage 2.

Audits assessing the suitability of the learning environments will be arranged, as necessary, for hearing and visually impaired children, along with sensory audits for with autism.

Classroom layouts and furniture will be arranged as necessary for children with mobility difficulties.

### **Review**

The Accessibility Plan is subject to annual review and planning is in hand to meet the requirements of Disability Discrimination (Amendment) Act 2005 and the Equality Act 2010. The Senior Leadership Team will monitor the effectiveness of the plan and report back to the Governing Body.