

St. Johns Catholic Primary Accessibility Plan

2023/01/03

The Purpose of this Plan:

St John's Primary School is an inclusive school. Our school motto states that: 'love one another as I have loved you.'

It is the policy of this school to endeavour to remove barriers to ensure reasonable access to the buildings and surrounds, learning and to facilitate the full participation of all our stakeholders; pupils, parents and carers, teaching and support staff, governors and outside agencies

The school's admission procedure includes the collection of medical and other information which informs our planning and provision. If and when a parent informs us of a particular need or disability, we do everything in our power to ensure that their needs are met. This may necessitate the use of core and/or SEN funds to provide additional support or resources.

The Main Priorities in the Plan:

These have been informed over the past few years through work undertaken for the SEN Policy and the Disability Equality Scheme.

The school has 6 elements of this plan which have to be met:

- o Promote equality of opportunity between disabled and other people
- o Eliminate discrimination
- o Eliminate any harassment of disabled people that is related to their disability
- o Promote positive attitudes towards disabled people
- o Encourage participation in public life by disabled people
- o Take reasonable steps to meet the needs of disabled people, even if this requires more favourable treatment.

Disabled access to the building is available via the main entrance and the school is all on one level.

Entrance and Egress:

Priority Ratings

Priority A: Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications.

Immediate action is recommended to put changes into effect.

Priority B: Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Where action is recommended within 12 - 24 months to improve access.

Area	Recommendation	Priority A	Priority B	Priority C
Car Park	Ensure disabled parking is clearly marked and available.	X		
	Ensure pedestrian walk way adjacent to the car park.	X		
External Stairs	Ensure External stairs are gritted when appropriate and free of obstacles.	X		
Doorways	Ensure that doors open and close easily, allowing for ease of access. Also, doorbells easily reached for all.	X		
Lighting	Ensure that lighting bulbs are replaced when necessary	X		
Seating	Appropriate seating in the reception area that has arm rests		X	

Disables toilets	Arrange training for appropriate staff to ensure dignity for disabled		X	
	Access to disabled toilets appropriate and meet the needs of wheelchair users.	X		
	Signage to show where the disabled toilets are located.	X		
Staff room	Ensure options for seating and at least 3 chairs with arm rests		X	
Fire escape	Ensure that all flight routes are clearly marked.	X		
	Ensure that all fire doors are checked as appropriate	X		
	Train appropriate staff to manage disabled people in the case of fire evacuation	X		

Funding Issues

1. Where a pupil has an EHCP, which states that additional support and/or resources such Braille-translation equipment or a hearing loop, we expect that this will be provided by central funds.

It is the Governing Body's responsibility to ensure that such equipment is available for pupils, staff and parents. This responsibility may be delegated to the Headteacher / SENDCO.

2. Any improvements to the physical environment, whether internal or external, will be included in the school's School Improvement Plan. They will be budgeted for accordingly.

Transport and Travel to/from school

School will continue to encourage walking, biking and scooting to school rather than vehicle use. We will encourage all parents and carers to use the one-way system. We will work with our neighbouring school on this.

Education and SEN

The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

St Johns strives to be an inclusive school engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

The SENCo is the professional leader in the area of Special Educational Needs and Disabilities and as such is responsible for:

- the day to day operation of the school's Special Educational Needs Policy.
- assisting staff in the identification and assessment of pupils with SEND.
- advising on classroom and other appropriate strategies.
- liaising with parents, support staff and other external agencies.
- Ensuring that the school's SEND files and records are maintained.
- informing and advising the governors.
- continuing their professional development in SEND.
- contributing to staff training.
- managing the budget for SEND in conjunction with the Head teacher.

SEND issues are regularly discussed at staff meetings. All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established. A programme of staff development, to be included in the school development plan, is implemented for both SEND support staff and class teachers.

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Meetings with parents are a collegiate approach to SEN is maintained.

The school's staff have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- Hearing impairment
- Specific medical conditions including asthma and allergic to different food groups
- Specific learning difficulties including dyslexia
- Autism

The SENCO uses a variety of specialist support from OCC to ensure that children are afforded the correct diagnosis and support for existing as well as potentially new barriers

Monitoring and Evaluation

This plan will be monitored and evaluated by the Headteacher and Governors of the school. It will be reviewed together with the Disability Equality Scheme and Action Plan according to the published policy review schedule.