St John's Primary School
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Accessibility plan

Governor Responsible	Premises, Health & Safety & Community Committee
Last Reviewed	July 2024
Ratified On	04/07/2024
Review Period	Every 3 years
Head Teacher Signature	
Chair of Governors Signature	

St John's Primary School
Accessibility plan

Definition of special educational needs
In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability
Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision
For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age in mainstream provision in England.

St John's Primary School has adopted this accessibility plan in line with the school's **special educational needs policy and equality policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the school's **SEND policy**, **equality policy** and **SEN information report** and shall be published on the school's website.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information, with a particular focus on students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Aim	**Current good practice** *Include established practice and practice under development*	**Objectives** *State short, medium and long-term objectives*	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**
Increase access to the curriculum for pupils with a disability For all teachers to be 'teachers of children with Special Educational Needs'. Curriculum planned to ensure pupils know and remember more.	St John's Primary school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Intervention training is provided for staff Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. Targets are reviewed to evaluate progress for all pupils and appropriate support is put in place.	Training for specific staff including medical needs of pupils	Monitoring by Phase leaders/SENDCo/ARP leader Staff training/CPD	Class Teacher SENDCo/ARP leader/Phase Leadeers	Ad hoc CPD timetable for staff training Ad hoc Responding to new admissions	All pupils to reach their make expected and where appropriate accelerated progress. Tailored resources to meet the needs of individuals Pupil progress meetings indicate provision provided. All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum

Improve and maintain access to the physical environment For children's needs to be met through making appropriate adaptions to timetabling and resources	The environment is adapted to the needs of pupils as required. Our new school building is DDA compliant. This includes: • Ramps • Lift • Wide corridors • Disabled parking bays • Accessible toilets and changing facilities • Wheelchair accessible window in the office • Designated drop off and pick up area • Step free access • Sound proofing for improved acoustics in the classroom environment Site walks are done daily to ensure site is safe and compliant	Ensure classroom layout is in line with classroom environment checklist Risk assessments conducted according the needs of individuals Ongoing assessment of accessibility as site changes with building works.	Classroom environment checklists to be completed termly	SLT SENDCo and Site Manager and external specialists where appropriate. SLT and Site Manager.		Classroom layout is in line with classroom environment checklist. Reduced incidents in the classroom. Risk assessments evident and staff and children aware. All children feel safe walking through the school Independent review of health and safety conducted yearly and actions followed up

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To meet the needs of individuals during statutory tests	If a pupil has a reader or a scribe, they are introduced to them and work with them before tests, throughout the year. MOCK tests are conducted with assess arrangements. At the start of the academic year, reading and writing check are taken by relevant year groups. The school makes itself aware of the services available through the LA for converting written informaitn into accessible formats	Barriers to learning will be reduced or removed enabling children to achieve their full potential	Pupils identified for access arrangements in pupil progress meetings in the autumn term : may include: • parental meetings • creating of aids and resources • use if ICT – laptops • 1:1 support	Class teachers Assessment Coordinator SENDCo Phase Leaders		Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.

This accessibility plan and the outcomes will be monitored and evaluated annually and the plan formally updated and revised every three years to ensure that it covers all areas of accessibility needed in the school.

Signed by

_____	**SEN Governor**	**Date: .....**
_____	**Headteacher**	**Date: .....**
_____	**SENDCO**	**Date: .....**

This document will be reviewed every three years