

St. John Bosco RC Primary School



Accessibility Plan *2017-2020*

St. John Bosco RC VA Primary School

Accessibility Plan

2017-2020

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At St John Bosco RC Primary School the Plan will form part of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

This document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan will be reviewed every three years.

Accessibility Plan 2017-2020

1. 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 Local Authority 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.
2. St. John Bosco RC Primary School is 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.
3. St. John Bosco RC Primary School Accessibility Plan shows how access will be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase 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 their duties 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 schools 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;
 - Improve and maintain 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 within a reasonable timeframe;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
4. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. 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 on-going period.

6. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
7. The Accessibility Plan will be published on the school website.

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8. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee
9. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
10. **The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.**

Aims and Objectives

- Increase access for disabled pupils to the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of written information to disabled pupils and parents.
- Equality and Inclusion

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Physical Environment

The Accessibility Plan includes measures to maintain and, where necessary, improve access to the physical environment of the school. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate.

We understand that some aspects of extra-curricular activities present particular challenges to disabled pupils, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. The Plan allows us to make improvements and adjustments to the systems we already have in place.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

St John Bosco School is a fully accessible building with the following adjustments:

- Ramped entrance/exit from school gate provides access to Foundation Stage Unit and/or KS1 entrance and/or school main entrance, admin area, staff room and staff toilet facilities.
- Ramped entrance to Foundation Stage Unit allows access to Nursery, Reception, Year 1 and Year 2 classrooms, the school library, hall and dining hall.
- Adult disabled toilet facilities are provided within the Foundation Stage Unit.
- Handrails are provided in Foundation Stage toilets.
- Handrails are provided from the school gate to entrance to the Foundation Stage Unit.
- Access ramps to KS2 entrance and toilet facilities in KS2.
- Automatic doors to the main entrance are now in place.
- A chair lift allows access from KS1 and KS2 to the school hall and dining area.
- Disabled car parking bay and staff and visitor parking on site.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

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ST. JOHN BOSCO RC PRIMARY SCHOOL

AIM 1	Increase access for disabled pupils to the school curriculum.			DATE	March 2017
Key Objective	Reduce and eliminate barriers to access the curriculum and to ensure full participation in school life for pupils with a disability.				
HEADTEACHER	Mrs D. Prayle				
INCLUSION MANAGER	Mrs D. Prayle				
INCLUSION GOVERNOR	Mr I. McDonough				
Targets (Priorities)	Strategies	Responsibility	Timescale	Success Criteria	
To liaise with Nursery providers to review potential intake for September.	Identify pupils who may need additional support upon admission to school.	Headteacher Foundation Stage Leader	July - September	Additional support and resources in place for September admission.	
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENDCO to review the needs of children and provide training for staff as needed.	SENDCO	Ongoing	Staff can enable all children to access the curriculum.	
Liaise with parents	Ensure close collaboration and information sharing between school and home.	Headteacher Class Teachers	Ongoing	Clear collaborative approach	
Liaise with outside agencies for pupils with ongoing medical needs, e.g. Severe asthma, epilepsy, mobility issues	Ensure close collaboration with all outside agency staff.	Headteacher Class Teachers TA's Outside Agencies	Ongoing	Clear collaborative approach	
Ensure full access to the curriculum for all children	Staff CPD Differentiated curriculum Designated support staff Multimedia activities Interactive ICT equipment Specific equipment sourced through outside agencies.	Teachers SENDCO Specialist Support Agenies	Ongoing	Advice taken and strategies evident throughout the school	

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HEADTEACHER	Mrs D. Prayle				
INCLUSION MANAGER	Mrs D. Prayle				
INCLUSION GOVERNOR	Mr I. McDonough				
Targets (Priorities)	Strategies	Responsibility	Timescale	Success Criteria	
To ensure the school building and outside play areas remains accessible at all times.	Regular inspections and routine maintenance of all lifting equipment. Regular inspections of ramped areas/automatic doors. Regular inspection of outside play areas.	Headteacher/Inclusion Manager to meet with Governors and Site Supervisor to inspect premises and outdoor areas.	Ongoing	Building and Play areas always accessible and well maintained.	
To review attainment of all SEN pupils.	SENDSCO/Class Teacher meetings Scrutiny of assessment system Parents evenings/Pupil progress meetings IEP's	Class Teacher SENDSCO	Termly	Progress made in meeting targets	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Headteacher Year 6 Class Teacher	Ongoing	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	
Promote the involvement of disabled students in the classroom taking account of a variety of learning styles when teaching	Wheelchair access Create positive images of disability within the school Staff CPD	Headteacher Subject Leaders	Ongoing	Policies clearly reflect inclusive practice and procedures.	
To ensure that all children are able to access, as far as is safe to do so, all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	Headteacher Outside Providers	As required	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	

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AIM 2	Improve access to the physical environment of the school	DATE	March 2017	
Key Objective	Improve the physical environment of the school to increase the extent to which disabled pupils, staff and visitors can access education and associated services.			
HEADTEACHER	Mrs D. Prayle			
INCLUSION MANAGER	Mrs D. Prayle			
INCLUSION GOVERNOR	Mr I. McDonough			
Targets (Priorities)	Strategies	Responsibility	Timescale	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	Headteacher SENDCO	Ongoing	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Ensure access to reception area for all visitors to the school	Ramped entrance and automatic doors in place. Capital funding bid submitted January 2017 to improve automatic doors in main entrance.	Headteacher Diocese	Ongoing	Disabled parents/carers/ visitors feel welcome Improvements to doors will be carried out during 2017.
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired children	Seek advice from LA Teachers for the Hearing/ Visually Impaired. Consider colour / paint schemes for visual impairment needs when re-decorating. Maintain step edgings /outdoor ramps/signs etc. to a good standard to secure ongoing suitable access	SENDCO	Ongoing	Pupils have access to the appropriate environment and equipment.
Ensure all disabled pupils can be safely evacuated in the event of emergency or fire	Develop and update Personal Evacuation Plans (PEP's) to ensure all staff are aware of their responsibilities in relation to disabled pupils	SENDCO	Termly or as required	All disabled pupils and staff working alongside are safe in the event of a fire
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	Headteacher/ Governors/ Site Supervisor	As required	Access for all

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AIM 3	Improve the delivery of written information to disabled pupils and parents			DATE	March 2017
Key Objective	Improve the way information is delivered taking into account preferred formats and reasonable timescales				
HEADTEACHER	Mrs D. Prayle				
INCLUSION MANAGER	Mrs D. Prayle				
INCLUSION GOVERNOR	Mr I. McDonough				
Targets (Priorities)	Strategies	Responsibility	Timescale	Success Criteria	
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms Information will be provided in alternative formats if required.	Headteacher School Office	During induction On-going Current	All parents receive information in a form that they can access All parents are aware they can access help as required. Parents with particular needs will have the same access to information as any other parent.	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	School Office	Ongoing	Excellent communication. Ongoing appropriate use of resources	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SENDCO	Ongoing	Staff produce their own information	
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	SENDCO	Ongoing	Pupils and/or parents feel supported and included	

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AIM 4	Equality and Inclusion	DATE	March 2017	
Key Objective	Ensure compliance with Equality Act 2010.			
HEADTEACHER	Mrs D. Prayle			
INCLUSION MANAGER	Mrs D. Prayle			
INCLUSION GOVERNOR	Mr I. McDonough			
Targets (Priorities)	Strategies	Responsibility	Timescale	Success Criteria
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Headteacher Governing Body	Annually	Adherence to legislation
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Headteacher	Ongoing	Whole school community aware of issues.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Headteacher SLT	Ongoing	Policies reflect current legislation.