



Company Registered Number: 8517255

St John's Primary School

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Headteacher: Miss Nicola Hughes

St John's Primary School Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increase the extent to which disabled children and young people can engage in the school curriculum;
- b) Improve the physical environment of schools to increase disabled pupils' physical access to education and extra-curricular activities; and
- c) Improve the delivery of information to disabled children and young people, using formats which give better access to information.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

St. John's Primary School is located in a Victorian building with a more modern extension on one level and fully accessible for wheelchair users. At present we have no wheelchair dependent pupils, parents or members of staff, but two pupils who may require a wheelchair at times for specific activities.

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

We have a very small number of pupils and parents who have a hearing impairment or a visual impairment.

St John's has a responsibility to ensure that pupils with disabilities have access to high quality educational support to enable them to continue their education effectively. Good communication and co-operation between the school, home and other professionals are essential. The Headteacher is responsible for the effective implementation of this policy.



The School's Aims

- embraces a partnership between the school and home
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- The Equality Act 2010 and Equality Duty 2011
- OFSTED inspection

The priorities for the Accessibility Plan for our school were identified by a planning group that consisted of:

- SEN Governor
- Headteacher
- SENCo



Action Plans
Equality Action Plan

Priority	Responsible Person(s)	Action	Timescale	Date	Success Criteria
Ensure full access to the school and facilities is maintained	SENCo/HT/ Govs	Any changes to the building / facilities are evaluated for access.	Termly review or when premises change	Termly review or when premises change	Access is as full as is practically possible
Ensure that children with disabilities are fully included within the school and that outcomes as expressed in the vision statement apply equally to them.	SENCo/HT/ Govs	Children with disabilities are fully included in the school evaluation process.	Risk assess when they arrive	Ongoing	Evaluation indicates that children feel safe, are happy, motivated and well behaved.
Ensure that the progress of children with disabilities is as rapid as possible.	SENCo/HT/ Govs	Pupil progress data analysed on an individual / SEN group basis.	Termly	Pupil Progress focus termly	Children with disabilities meet or exceed their targets.
Ensure that there is no unlawful discrimination of children, parents, staff, governors or visitors.	SENCo/HT/ Govs	Monitoring of relevant school policies eg admissions, recruitment.	Termly/when action required	Termly/when action required	St John's Primary School is a fully inclusive school.



Accessibility Action Plan

This applies to the school and the extended services of the school

Physical Access			
Timescale	Target	Strategy	Outcome
As required by monitoring authority	To ensure school community are aware of all areas of the school premises where there are potential barriers to physical access. To continue to ensure full access to all areas of the school for children with physical and sensory impairment. To identify areas which cannot be made accessible.	Reports to Governors. Risk assess and make reasonable changes on entry of pupil with specific needs. Extend features which improve access – eg grab rails installed	School remains fully accessible to any person who regularly uses it.
Curriculum Access			
Timescale	Target	Strategy	Outcome
Ongoing	To make all staff aware of the implications of Inclusion, including the Equality Act and the range of identified possible disadvantages to some pupils in school. To ensure all staff use this understanding to inform differentiated planning and provision across the school. To make all staff aware of available specialist support. To maintain and improve staff knowledge and skills. To look at potential intake for following term/year to identify training needs.	SENCo to keep staff up to date with any requirements needed. Termly reviews of the SEN register. Annual monitoring of Inclusion: SEN review meetings and lesson observations. Staff to be made aware of available Support Services. Match need to provision. To provide access training relevant to whole school and individual pupil needs.	SEN policy review: annually SEN monitoring: July annually regarding next year's intake



Access to Information			
Timescale	Target	Strategy	Outcome
Ongoing	To identify in consultation with Governors any materials and events where access to information may need to be altered in order to ensure that all pupils and/or parents have full access to information.	Create alternative means of communication as needs are identified e.g strategies for parents' meetings.	Communication is fit for purpose.

Signed: Nicky Hughes

Date: July 2017



Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- pupil achievement is monitored by gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- all staff are aware of the school's Equality Plan;
- the talents of disabled pupils are recognised and represented in extra-curricular opportunities, and representation fully reflects the school population in terms of race and gender;
- there is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues, and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- extra and additional support for pupils with additional needs, in order to increase progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).



PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor displays;
- welcome applications from people with disabilities to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- recruit appropriately skilled people to the governing body regardless of race, disability or gender and make reasonable adjustments to ensure that they can fully participate and contribute;
- provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- support pupils with disabilities in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- help children and young people to understand others and value diversity;
- promote shared values, awareness of human rights and how to apply and defend them;
- develop skills of participation and responsible action – for example through citizenship education.



ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- develop and adapt its procedures on anti-bullying to include equality perspectives;
- support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- keep a record and report how these incidents are dealt with to the governing body on a termly basis;
- review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, progress, attendance and participation by socio-economic status, SEND, and gender and use this to inform strategies to raise achievement;
- The governing body will report annually in the annual report to parents on the effectiveness and success of its Equality Plan. This will be published on the school website.

3-year period covered by the plan: 2017-2020

Plan agreed: 6.7.17

Plan Review: 6.7.20

Lead member of staff: Nicky Hughes / Sophie Forsyth

