

Leigh St. John's C.E. Primary School

Kirkhall Lane

Leigh

WN7 1RY

Headteacher: Mrs E. Lightfoot

Accessibility Plan



Developed in consultation/advisory role with:	Governing Body, SLT, Staff, Pupils, Parents, LA, external services
For use by:	Pupils, Staff, Parents, Governors, and external service providers/users.
Reviewed:	Full Governing Body – Mar 2024
Agreed by:	All staff
Next policy review date:	Spring Term 2026
Signed Chair of Governors:	<i>Mrs K Partington</i>
Date:	March 2024

1. Introduction

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:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- 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:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

2. The School's Context

Leigh St. John's C.E. Primary School is a mainstream one-form entry Church of England school for children aged 4-11 years old. Our school is a single storey building although it has a second floor which houses one multi-purpose room that is accessed via a single staircase. There is access to the front of the building through the main entrance, and all entrance points are on a flat, level surface. There are additional entrances into the school through the rear carpark gates, where access can be gained from the playground door, Reception classroom, Y2 classroom, and further entrance points via the front of the school building through both the Y3 and Y1 classrooms. There is a disabled toilet facility on the main corridor, and this is fitted with a handrail. All entrances are accessible to wheelchair users. There is a disabled parking space sited closest to the school building on the designated carpark.

3. School Vision and Values

Theologically Rooted Christian Vision:

"The Lord has told you what is good.
He has told you what he wants from you:
Do what is right to other people.
Love being kind to others.
And live humbly, trusting your God."

Micah 6:8

School Values:

Our associated values underpin our theologically rooted Christian vision, and they are the bedrock that shape our relationships and behaviour throughout school. They provide an environment which prepares our pupils to lead successful and happy lives.

**Motto:**

'Learning today for a brighter tomorrow'.

Vision:

We desire to be a community of grace, where we use our gifts from God to make our world a kinder, more loving and brighter place: a world where all people have equal opportunity to fully develop the gifts that God has placed within them – personally, academically, professionally and spiritually. We will be a community full of compassion for others and one where we all walk with the Lord in the light of his word.

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

- Schedule 10 of the Equality Act 2010
- Guidance for schools on the Equality Act 2010 (DfE)
- Inclusive School (DfE 0774/2001)
- SEN & Disability Act 2001
- Special Educational Needs and Disability (SEND) Revised Code of Practice (Updated 2020)
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

- full access to the curriculum
- full access to the physical environment
- full access to information.

It is a requirement that the school's Accessibility Policy is implemented and reviewed and revised as necessary. In this policy, there is an audit detailing facilities and procedures currently in place to meet the requirements set out in this policy. The Accessibility Action Plan identifies the priorities from the review. The Accessibility Action Plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the Accessibility Action Plan the school has set the following priorities:

- To provide safe access throughout the physical environment of the school for all pupils.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

- Improving the delivery of information to disabled pupils. It is the responsibility of the whole school community to implement this policy in a manner which promotes an inclusive ethos.

Ongoing monitoring enables us to identify where changes might be needed and to adapt accordingly. The review process takes account of the view of the child when planning for their support. Hard copies of this policy are available via the school office. An electronic copy is available via the school website.

4. Management, coordination and implementation of the policy

School staff are aware of the Accessibility Policy and how the disability duties apply to schools through staff meetings and identification of staff training needs. The Governing Body, in collaboration with the Senior Leadership Team, will have overall responsibility for the policy and will set priorities related to their responsibilities for the policy, including direction, vision, monitoring, review and annual evaluation. The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the Disability Discrimination Act and towards the general public under Part 3 of the Disability Discrimination Act and our duties under Health and Safety, race and Human Rights legislation. Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review. The Governing Body will report to parents on the school's accessibility policy, where required, which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

5. Findings from the audit following Accessibility Policy review [January 2024]:

We ask about any disability or health conditions in early communications with new parents and carers as part of our school admission procedure.

- The whole of school can be accessed through either flat or ramped entrances.
- There are disabled toilet facilities available fitted with a handrail
- The school has a designated disabled parking bay, located to have the closest walking distance to the main entrance.
- We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.
- We draw on and work with experts when new situations regarding pupils with disabilities are encountered.
- Sensory equipment has been purchased to support individual sensory needs.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly points are on the playground and MUGA. Those who are hearing impaired can hear the alarm.
- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in workshops, music, PE and assemblies. Advice is sought should adaptations be needed.
- Teachers and Teaching Assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' Support Plans and EHC plans and liaise with specialist and support services where applicable
- Lessons provide opportunities for all to succeed in reaching the same endpoints through inclusive practice alongside adaptations, where appropriate, and the adoption of quality first strategies.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to medical needs. There is a register of children with medical needs. Information relating to the medical needs of children across school is shared with all staff on a regular basis including new members of staff and visitors into school when appropriate.

6. Accessibility Action Plan

Accessibility Action Plan					
1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SENDSCO / SLT	- Incorporate parental advice in IEP cycles and Annual Review Meetings. - Share local support networks with parents.	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning and feel supported.
Training for staff on increasing access to the curriculum for all pupils	SENDSCO / SLT	- Robust induction procedures for newly recruited members of staff - Robust handover meetings between teachers at transition points - Autism training - Staff training on intimate care - Access to courses, CPD - Outreach support from local special school - Online resources for CPD shared with staff - Ongoing guidance from specialists e.g. OT, SALT, school nurse and teacher of the deaf - Training from dietician to support pupils with feeding / dietary requirements.	Training time TA time allocated	In place and ongoing	Increased access to the curriculum Needs of all learners met. Staff training records retained.
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SENDSCO / SLT	- Strategic deployment of support staff/intervention leaders - Use of technology, e.g.: speech to text plus one-to-one iPads - Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / visual overlays / coloured paper, pencil grips, adapted pens, chew/fiddle toys, sensory equipment	Specific apps to support learning on iPads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by adaptations including the use of technology.

Adaptations to the curriculum to meet the needs of individual learners	SENDCO / SLT	• Timetable adaptations in line with child's needs, interests and aspirations. • Individual physiotherapy/OT programmes • Speech and language therapy programmes • Use of access arrangements for assessments/National tests	Occupational therapy/Sensory reports One-page profiles.	In place and ongoing	Almost all learners able to follow the same progression model as their peers.
Improve educational experiences for hearing impaired pupils	SENDCO	• Work in partnership with the teacher of the deaf and act on advice/recommendations. • Maintenance of radio aids. • Establish a deaf friendly environment throughout school (worship etc).	Allocated support from deaf teacher/specialist.	In place when required	Adaptations in class (seating, use of radio aid), pre-teaching and targeted intervention. Learning experiences of pupils enhanced, and progress made. Staff know how to operate hearing equipment.
Improve educational experiences for children with sensory needs.	SENDCO	• Work alongside specialist teachers and special school outreach. • Create a bank of sensory equipment – attention autism bucket therapy - that can be used by any child in school. • Establish a dedicated space/time slot for sensory breaks. • CPD for staff so they understand sensory needs and how to support children in school.	Sensory equipment.	In place and ongoing. CPD for staff.	Staff know how to support children with sensory needs. Children access sensory breaks and benefit from a variety of equipment to aid their learning, development and regulation. Children are ready to learn.
Reasonable adjustments are applied to all school trips and after school clubs to enable the participation of the whole range of pupils.	SLT/ SENDCO / Staff leading clubs	• Risk assessments will be undertaken where appropriate. • Children's needs will be shared with all staff. • Parents consulted. • Link with external providers.	Any specialist equipment needed to allow a child to access a club. Staff to increase ratios.	Ongoing	Increased access to the extra-curricular & enrichment activities for all pupils with SEND. All SEND children attending school trips.
Involvement in inclusion games to engage	PE Team and SENDCO	• Establishment of inclusion leagues and increased after-school training sessions to	Overtime and transport costs	Ongoing	Photographs & videos show full participation.

children with SEN and disabilities in sports that have pathways and offering additional opportunities for children with additional needs to have representation on school teams.		provide opportunities for football and rugby for all.			Child and parent voice show full inclusion and engagement in process.
Part time timetables in place in exceptional circumstances to allow child with complex needs with rest periods. This supports the child's interactions in short blocks in co-ordination with parental wishes.	SENDCO and SLT	Continue to personalise the curriculum to meet all learning needs.	Additional communications to parents through Tapestry to support activities when not in school.	Ongoing	
Ensure the school develops children's awareness of disability.	SLT and SENDCO	- Purchase books and resources to promote disability awareness. - Invite people with disabilities into school to raise children's awareness and develop their understanding. - Learning resources have good representation of people with disabilities and show these in a positive light.	Resource and experiences costs.	In place and ongoing	Children have an improved and enhanced understanding of what it means to have a disability and that it doesn't stop you achieving your dreams.

2. Improving the Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Access into and around school and reception to be fully compliant.	Headteacher and School Business Manager	- Designated disabled parking. - Wide doors and main entrance points. - Clear route through school.	Maintenance costs.	In place and ongoing	School will be fully accessible for wheelchair users.
Improve signage to indicate access routes around school.	Headteacher and School Business Manager	Signs indicate disabled parking bay and access routes around school.	Cost of signage.	Summer 24	All visitors aware of access points.
Maintain accessible toilet for the disabled.	Headteacher and School Business Manager	Continual monitoring, maintenance and servicing of facilities.	Repair and maintenance costs.	In place and ongoing	Facilities fit for purpose: clean, odour and hazard free.
Maintain safe access around exterior of school.	Headteacher and School Business Manager	Ensure that pathways are kept clear of vegetation, trip hazards and ice.	Ground's Maintenance Contract and Site Supervisor Contract	In place and ongoing.	People with disabilities can move unhindered along exterior pathways.
Maintain safe access around the interior of the school.	Headteacher and School Business Manager	- Awareness and consideration of flooring, furniture and layout in planning for disabled pupils. - Making reasonable adjustments where required.	Cost of any adjustments that need to be made.	In place and ongoing.	People with disabilities can move safely around the school.
Supporting safe sensory breaks.	SEND CO	- Establish a place in school where sensory equipment can be stored and used safely. - Ensure equipment is safety checked and logged. - Act on advice from outside special school support.	Cost of materials and labour.	In place and ongoing.	All areas and equipment monitored and maintained.
Maintain emergency escape routes.	Headteacher and School Business Manager	Fire signs and emergency escape routes clearly displayed throughout school.	Repair and maintenance	In place and ongoing.	Signs are maintained and all new areas of school adhere to current standards

3. Improve the Delivery of Written Information

Priority	Lead	• Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats, including face-to-face meetings.	Office Administration, SENDCO and Class Teachers	• Provide translated documents where appropriate. • Provide face-to-face meetings to explain the content of communications. • Weekly newsletter emailed to parent/carers. • Key content published on school website.	Additional time Contact details and cost of translation / adaptation.	In place & ongoing.	All parents/carers will be up to date and well informed of school information.
Ensure all teaching and learning materials are accessible for pupils with visual impairment.	Class Teachers/ SENDCO	• Seek and act on advice from specialist teachers on individual pupil requirements. • Ensure large, clear font used in all materials.	Potential specialist equipment.	In place & ongoing.	Pupils able to access all teaching and learning materials.

Monitoring arrangements

This document will be reviewed every 3 years, but it may be reviewed and updated more frequently if necessary. It will be approved by Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- risk assessment policy
- health and safety policy
- equality information and objectives (public sector equality duty) statement for publication
- special educational needs (SEN) information report
- supporting pupils with medical conditions policy.