

St John Fisher Catholic Primary School



Accessibility Policy

Date of Policy: September 2022

Monitoring date: September 2023 or sooner

Review date: September 2024 or sooner

Role	Inclusion Leader(s)
Name	Mrs Baulch (SENcO) Miss Griffin (Headteacher)
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PLEASE NOTE THAT A COPY OF THIS ACCESSIBILITY PLAN IS AVAILABLE ON OUR SCHOOL'S WEBSITE www.sjf.bexley.sch.uk	

Accessibility Plan 2020

Statement:

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 Fisher Primary School the Plan will be monitored by the Inclusion Leader and evaluated by the relevant Governors' committee. At St John Fisher Primary School 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.

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.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This policy should be read in conjunction with the SEND Policy.

St John Fisher Primary school plans to over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

- An Accessibility Plan has been drawn up to cover a three year period. The

Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are able to fully access the curriculum to the same extent as their peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to 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 time frame.
- The School's complaints procedure will cover the Accessibility Plan when reviewed.
- Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
- The Plan will be monitored by the Governors.
- The Plan will be monitored by Ofsted as part of their inspection cycle.
- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

St John Fisher Primary School Accessibility Plan

Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of children.</p> <p>Ensure the school staff & governors are aware of access issues of individuals</p> <p>To audit the needs of staff, parents and governors with disabilities.</p>	<p>To review access arrangements for individual pupils annually as part of a review of their provision and support.</p> <p>Risk assessments of trips or activities outside of the normal school day will be carried out and adjustments made for individual pupils.</p> <p>Reasonable adjustments to be made as required in line with the Equality Act.</p>	<p>Ongoing process</p> <p>As required, needs analysis to be completed at the end of each school year for forthcoming intake.</p> <p>Annual audit</p>	<p>ALL STAFF MEMBERS</p>	<p>Personal plans are in place for children with disabilities, and all staff are aware of pupils' needs.</p> <p>Individual Education Plans (IEPs) are written for children with particular educational needs and then reviewed at least once a term.</p> <p>Staff and Governors are confident that their needs will be met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p>

Increasing the extent to which disabled pupils can participate in the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>Ensure staff have specific training on disability issues and raising awareness</p>	<p>Identify training needs at regular meetings</p>	<p>Ongoing</p>	<p>Inclusion Manager Head teacher SENCO</p>	<p>Raised confidence of staff to deal with the needs of all children.</p>
<p>Ensure all staff are aware of the needs of all children</p>	<p>Each child requiring medication to have a clearly labelled place in the medical room with their photograph and medication.</p> <p>Medical register to be updated termly and shared with all staff.</p>	<p>Ongoing</p>	<p>Inclusion Manager SENCO</p>	<p>All staff are aware of individual's needs</p>

Review PE curriculum ensure PE is accessible to all pupils	Review PE curriculum to include disability sports (AWARENESS FOR ALL CHILDREN) Links with Shenstone School for physical engagement in disability sport	Spring term 2021	Inclusion Manager PE co-ordinator SENCO	All pupils have access to PE and are able to excel in their own way.
Review curriculum areas and planning to include disability issues	PSHE Curriculum to include specific reference to disability equality. Resources used to be reflective of all aspects of society.	Summer 2021	Inclusion Manager Head teacher SENCO	The taught curriculum includes reference to disability equality.

Improving the availability of accessible information to those with disabilities.

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages and braille if required	Plans for a welcome sign in reception in other languages including Braille	Ongoing	Head teacher Inclusion Manager SENCO	All visitors, staff, pupils and parents feel they are welcome in school.
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages Translation Tool	Annually	Inclusion Manager Head teacher SENCO Inclusion Manager Head teacher Web Site Manager	Staff more aware of preferred methods of communication, and Parents feel included and able to access information. School website will become accessible to all