



**Moordown St John's CE Primary School**

# **Accessibility Plan**

## **2023 - 2026**

**Appendix to the Policy for Equality**

**"A Christian community where commitment to educational excellence changes lives"**

The Board of Directors of Moordown St. Johns CE Primary School ratified this plan on 19 January 2023

Review Date: January 2026

A copy of this policy in an alternative format, such as large print or different language, may be provided on request from the school office.

## **The Purpose of this Plan**

This plan shows how Moordown St Johns Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. This plan should be read in conjunction with other school policies.

## **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

## **Contextual Information**

Moordown St Johns maintains an important role in the community of Moordown and Winton. There has been a church school in Moordown for over 150 years.

In 1853 the original school was built and named St John in the Wilderness. It was built by St Peter's church and served the then farming communities of Winton and Moordown.

In 1878 the building moved to its current site.

In 1995 major expansion took place which enabled us to accommodate more pupils. Since then, further adaptations to the building have been made to provide access to specialist facilities eg sound proof room for children with hearing impairment.

The school is mostly one level with two classrooms and the staff room on the upper floor.

At present we have no wheelchair dependent pupils, parents or members of staff.

## **Current Range of known disabilities**

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.

We aim to ask about any disability or health condition in early communications with new parents/carers as part of our school admission procedure.

## **Areas of planning responsibilities**

1. Increasing access for disabled pupils to the school curriculum (this includes 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 or auxiliary aids and equipment.
2. Improving access to the physical environment of schools within a reasonable time frame (this includes improvements to the physical environment of the school and physical aids to access education).
3. Improving the delivery of written information to disabled pupils, staff, parents/carers and visitors. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

## 1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self- review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs through the use of the hub system for maths and English and mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum to match the needs of all learners.	Be aware of staff training needs on curriculum access. Focus on Deaf Awareness training, Dyslexia friendly provision, ASD support.	Ongoing throughout the duration of the plan	SENCOs	Raised staff confidence in supporting children with a variety of needs, through in school CDP.
To continually evaluate the deployment of TAs to support children's access to the curriculum.	Dynamically review needs of pupils within each class and allocate staff accordingly. Ensure staff skills are matched to pupils' needs. Use information gathered in termly progress meetings to make strategic decisions on staff deployment	Ongoing	SLT	Pupils' needs are effectively met through considered deployed of skilled support staff

All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness	As required	Learning Outside the Classroom (LOTCC) leader	All pupils in school able to access all educational visits and take part in a range of activities
Directors to consider accessibility and equality when making strategic decisions	Directors to ensure discussion and decisions consider equality Directors to develop a greater understanding of equality issues and use them to inform decision making	Ongoing	SLT	Directors aware of current issues relating to equality

## 2. Improving access to the physical environment of the school

This plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main building to accommodate accessibility requirements. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, directors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff, directors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	As required Induction and on-going if necessary	SLT and site manager	Plans in place for disabled pupils, and all staff aware of pupils needs. All staff and Directors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention decisions.

Layout of school to allow access for all pupils to all areas (with the exception of the two upstairs classrooms, currently used for year 6 but if a disabled pupil is in year 6 the classes can be moved).	Consider needs of disabled pupils, parents/carers or visitors	As required	SLT and site manager	Access for all
Ensure access to reception area for all	Make changes to allow entry for wheel chair users.	When funds allow	SLT	Disabled parents/carers/visitors feel welcome
Improve external and internal environment access for visually impaired people.	Renew yellow strip mark step edges. Regularly replace broken blinds in classrooms and other spaces.	On going and as required	SLT and site manager	Visually impaired people feel safe in school grounds and in school buildings.
Ensure all disabled pupils can be safely evacuated.	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils.	As required	SLT	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children.	Seek support from LA HI and VI advisory teachers.	Ongoing	LA HI and VI advisory teachers in conjunction with SENCOs.	All children have access to the appropriate environment.

### 3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Continually 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.	During induction On-going. Current.	School Office IT technician	All parents receive information in a format that they can access. All parents understand what are the key points of school information.
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. Seek advice from the HVSS on alternative formats	As required	TAs/SENCOs	Excellent communication. Ongoing appropriate use of resources.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia friendly resources.	On-going	SENCO and class teachers	Staff use dyslexia friendly strategies to produce clear teaching aids and resources.
Provide information in other languages for pupils or prospective pupils.	Access to translators, sign language interpreters to be considered and offered if possible.	As required	SENCO	Pupils and/or parents feel supported and included

## **Complaints**

Any complaint related to this plan will be dealt with through the school's complaints procedure.

## **Policy Review and Ratification**

The Accessibility Plan has been carefully considered and ratified by the Board of Directors at its meeting on 19 January 2023

This Plan will be monitored by Directors and will be reviewed every three years, with the next review taking place during January 2026, following an accessibility audit of the school.

This review will be brought forward should changes in protocol be recommended by either the Department for Education or the Local Authority.

Signed:



**Chair, Board of Directors**

Date: 19 January 2023