St. John the Baptist

Church of England (Aided) Primary

Loving Learning, Building Community, Growing in Faith

We are an inclusive and diverse community of staff, parents and children where everyone is known, everyone is valued, everyone belongs and everyone grows; a community where our children are nurtured and achievement is celebrated.

"Prepare the Way" Isaiah 40:3

Accessibility Action Plan

2025 – 2028

Other relevant legislation, regulations & guidance that support this Accessibility Action Plan;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2023)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *"Accessible Schools: Planning to increase access to schools for disabled pupils"*

Health Standards (England) Regulations 2003

1. The Purpose of this Plan

This plan sets out how our school will increase access to education for disabled pupils in three key areas:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

2. What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

(a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not

(b) Avoid segregating or stigmatizing any users

(c) Provisions for privacy, security and safety shall be equally available to all users

(d) Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

'A physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day to day activities.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers. We are committed to following the BERA (Best Endeavours and Reasonable Adjustments) framework, which has been complied by Leicester City Council.

4. Information about our school

You can find out about our school on our website:

https://www.st-john.leicester.sch.uk/

5. What we have in place to make our school accessible:

Access to the Curriculum:

- Teachers and Teaching Assistants are trained to teach and support disabled children. Staff are confident about meeting the needs of children with a disability.

- All school staff and the governors have had access to training on disability equality and inclusion.

- We take advice to ensure our classrooms are optimally organised and resourced for disabled children.

- Positive images of people with different abilities are apparent in the classrooms and the school generally.

- Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children.

- Lessons are responsive to diversity. Lessons allow children to work individually, with a partner, in groups and as a whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.

- When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.

- Staff recognise and allow for the mental effort/additional time required by some disabled children, e.g. processing time for children with Social Communication Difficulties.

- When renewing computer hardware and software, machines and materials are chosen to support children with a disability, e.g. touch screen, assistive technology.

- Provisions of laptops or e-devices are considered to aid recording and / or communication.

- School visits are subject to a regular review to ensure increased levels of access or alternative experience.

- Staff seek to remove all barriers to learning and participation.

- Access Arrangements are used when appropriate to support children with accessing assessments, such as risk assessments.

- The school signpost children and families to further support e.g. SENDIASS, Early Help, ADHD Solutions.

Access to the School Environment:

- The size and layout of areas allow access for all children / young people, including wheelchair users.

- In considering the school budget there is a clear plan to improve access and resources for those with a disability.

- The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.

- Emergency and evacuation systems are set up to inform all pupils including children with SEND, including alarms with auditory components.

- *T*here is a policy in place for the effective and safe administration of medication, to ensure that we are following the 'Supporting *pupils at school with medical conditions guidance.*

- Pathways of travel around the school site and parking arrangements are safe. Disabled parking spaces are available.

- There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.

- Personal hygiene and medical issues are dealt with, with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training

- Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.

- The décor and signage is not confusing or disorientating for children with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children. Labels and signs are presented pictorially and in written word if needed for people with a disability.

Access to School Information:

- Information can provided in simple language, symbols, large print, on audio or in braille for children and prospective pupils who may have difficulty with forms of printed information.

- Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, and describing diagrams.

- ICT facilities are used to produce written information in different formats as appropriate.

- Staff are familiar with technology and practices developed to assist people with disabilities.

- There is an effective process to deal with both complaints and positive suggestions from the parents of children with a disability.

- External agencies have raised staff awareness i.e. VI, HI, Educational psychologists, speech and language therapists, school nurses, Health visitors.

6. Challenges to accessibility that we want to address

Short term challenges: Ensuring that parents know that we will make reasonable adjustments to provide access to the school curriculum, school environment and school information.

Medium term challenges; To develop the children's awareness of disability

Long term challenges: Further develop inclusive practise and ensure that as much of the school as possible has level access and we modify communal areas and rooms as much as possible.

7. Action Plan

	What we are doing	What will it mean for our pupils	Who is responsible for achieving it	When it will be achieved
Short term	1. Focus on how we deliver information to parents and carers with disabilities. 2. Ensure the curriculum can be accessed by all children	1. Increasing access to the school information for parents so that they are able to support the pupils in school in a better way. 2. Increasing access for disabled pupils to the school curriculum	SENCo, SLT, teachers, support staff and office staff	Ongoing based on parents/carers. Books show that all children have differentiated work and are accessing the curriculum.
Medium term	1. To ensure the school develops children's awareness of disability. 2. Training for teachers and support staff about supporting and understanding needs of children with Hearing Impairments or Visual Impairments	1. Awareness of disabilities through resources and books which are available for all pupils. 2. Children with visual and hearing impairments are correctly supported in school.	SENCo, SLT, teachers, support staff	By being more aware, children start to think, discuss and want to raise awareness of disabilities. Have people come in and raise money for events such as Children in Need, Sports relief.
Long term	1. Further develop inclusive practice across the curriculum through differentiation of work, use of whole school data system and 2. Ensure as much of the school as possible has level access	1. Whole school community will be able to support pupils with disabilities in a more inclusive way. 2. Pupils, parents and staff with disabilities can access the whole of the school site.	SLT, SENCo, Governors, LA	When the whole school is accessible to all pupils on all levels.