

St John the Baptist Church of England (VA) Primary School



Loving learning, Building
Community, Growing in faith

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Accessibility Plan & Policy

Review

This policy was reviewed by the Policy and Resources Committee of the Governing Body in January 2025 and will be reviewed every 3 years.

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Signed: David Shelley, Chair of Policy and Resources

Introduction:

The aim of this policy is to

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

Legislative Framework:

Under the Equality Act 2010 the Governing Body has had three key duties:

- Not to treat disabled pupils less favourably or put them at a disadvantage due to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To increase access to education for disabled pupils including the use of auxiliary aids where required

The Equality Act 2010 defines a person as disabled if they **“have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”**

This may include physical, mental and sensory impairment as well as learning difficulties. Children and young people have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children or young people of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children and young people of the same age in schools within the area of the LA;
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision were not made for them.

Consultation

We will consult with the following stakeholders to help formulate solutions and improve access for children with disabilities: -

- Pupils with disabilities and learning difficulties.
- Parents of pupils with disabilities and learning difficulties
- Learning Support Services/Agencies, Physical and Sensory Services
- School Governor for Special Educational Needs
- School Nurse/appropriate body
- Members of the Senior Leadership Team.

The Governors of the school have a responsibility to ratify the accessibility plan and to monitor and review it regularly.

Access to the Curriculum

To ensure pupils with a disability can access the curriculum the school will:

- Provide a broad and balanced curriculum for all pupils.
- Tailor the curriculum to enable equal access for pupils with disabilities.
- Identify and assess the needs of all pupils who face barriers to learning and full participation, tailoring learning to meet their needs.
- Develop curriculum audits which review patterns of achievement and participation by disabled pupils.
- Audit the approaches used when planning and delivering the curriculum.
- Audit staff training needs in relation to increasing participation in the curriculum.
- Disseminate information to all staff that may come into contact with identified pupils.
- Audit pupil and prospective pupil needs in relation to the wider provision of school, including after school clubs, leisure, sporting and cultural activities.
- Seek to develop and share good practice in this area and access the opportunities provided by the LA and other schools to facilitate this process.

Access to the Physical Environment

To ensure that disabled pupils and other disabled users of the school can access the physical environment we will:

- Include building developments to improve access in the School.
- Provide specialist aids/equipment to individual pupils whenever this is reasonable to do so.
- Improve accessibility through reorganising or rearranging aspects of the school environment where this is reasonable to do so.

Access to the Delivery of Information

To ensure that disabled pupils and other disabled users of the school can access information we will:

- Provide information in alternative formats where reasonable to do so.
- Maintain a pupils' needs register for the provision of information in alternative formats and share it amongst staff.
- Review and audit the school's approach to the provision of information in general to identify improvements and improve access.
- Seek specialist advice and support where appropriate and reasonable to do so.
- Maximise the use of ICT equipment in the delivery of information.

To ensure this plan is acted upon we will:

- Ensure the plan is adequately resourced (e.g. finance and staffing)
- The Governing body and the Senior Leadership Team will monitor implementation by conducting a formal audit of progress towards targets identified.
- Survey and consult pupils, parents, LA, teachers and other relevant parties on their views about accessibility.