

St John's C of E First School



Learning together, aiming high

This plan should be taken as part of St. John's C. of E. VA First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

Accessibility Policy and Plan 2016-2017

Policy Adopted:	March 2017
Last review date:	March 2017
Next review date:	September 2017 (then annually)
Signed (Chair of Governors):	
Date of signature:	

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.

1. 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.
2. St John's CE VA First School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. The Accessibility Plan will be reviewed and updated annually.
4. 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 as equally prepared for life as are able-bodied pupils. 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, newsletters and other information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each plan period in order to inform the development of the new Plan for the following period.
6. 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.

Target	Success Criteria	By Whom	By When	Achieved	Cost/resources	Impact
Oxygen training for relevant staff	All staff working with child will be trained	SENCO/Lifetime nurse	Nov 16	X	Oxygen tank & valves (already in school)	There will always be a trained staff member available
Refresher PEG training for	MDSAs working with child will be	SENCO/Nutrina nurse	Sept 16	X	none	There will always be a

relevant staff	trained					trained staff member available
Epipen training for emergency treatment of allergy	Sufficient staff will be trained, including TAs, PPA staff, Admin staff and MDSAs	SENCO/Trainer	Feb 17	X	Cover to release staff (SP to provide – no cost)	There will always be a trained staff member immediately available
Availability of written material in alternative formats when requested		Admin staff/SLT	July 17		tbc	Improved access to information
Increase capacity to support children's Social, Emotional & Mental Health needs	A second person trained to provide ELSA intervention	SENCO/SLT	When funding becomes available		Possible FLP funding for training	Greater capacity in school to support SEMH needs
Increase capacity to support children's Social, Emotional & Mental Health needs	SEMH policy to be in place. Core standards for SEMH embedded SENCO to attend 'Supporting SEMH in Somerset Schools' programme	SENCO/SLT	Ongoing March 17 Jan – July 17	X	Possible cover (to be sourced internally wherever possible)	SEMH to have greater profile across the school. All staff to have increased awareness of SEMH needs and how to support children
Ensure relevant policies reflect Code of Practice and Equalities Act	Ensure these are considered during policy reviews	SLT/Governors	Ongoing according to policy review schedule		none	Equal access to all aspects of school for all children
Physical access	Review access to school buildings and site.	SLT/Governors	Spring 17		To be decided following access review	Improved access to school site and buildings
Curriculum access	High Quality, inclusive teaching shown in planning Curriculum resources appropriate to need, including the use of ICT, in all classrooms	All teaching staff/SLT SENCO/Subject Leaders/SLT	Ongoing - reviewed at PDMs As required, according to specific needs		As required, according to specific needs	Improved access to the curriculum for all pupils