



Accessibility Plan

Date policy last reviewed: March 2021

Signed by:

Lorna O'Brien Headteacher Date: 07.10.21

John Forshaw Chair of Governors Date: 07.10.21

Ainsdale St John's C of E Primary School – School Accessibility Plan 2021-2024

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

Definition of Impairment

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties; Autistic Spectrum Disorder (ASD), speech and language difficulties, mental health conditions and Attention Deficit Hyperactivity Disorder (ADHD)

A large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment. Not all pupils who have a learning difficulty or special educational need are disabled.

Long term – has lasted or is likely to last more than 12 months.

Access to the Physical Environment

Objective	Action – What, who by and when	Resources, training and staff development needed.	Monitoring/ Evaluation	Success Criteria/Outcomes
To be aware of the access needs of disabled children, staff, governors and parents and carers.	Identify current children or children due to start school in the future who have any needs. Create access plans for individual disabled children as part of the EHC plans or Sen support plans. EHC plans and Sen support plans updated on a termly basis and shared with staff, children and their parent/carers. Staff to share information with volunteers and support staff to	Staff training to be delivered as required by the Senco and other agencies.	SENDCO / class teacher Headteacher Governor with responsibility for Send and the governor with responsibility for health and safety.	Needs are identified and adjustments to physical environment put in place. EHC and Sen support plans are in place for disabled pupils, and all staff are aware of children's needs. Needs continually monitored to ensure any new are met. Volunteers are aware of

<p>Ensure the school staff and governors are aware of access issues</p>	<p>ensure continuity of care for the children. <i>Complete Autumn term each year. Ongoing process but thorough review at the start of each year.</i></p> <p>Ensure staff and governors can access all areas of school.</p> <p>Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. <i>Autumn term in 2018/19/20</i></p> <p>Circulate information to relevant staff on Access to Work scheme. Conduct risk assessments for staff returning to work after recent long-term sickness/injury. Ongoing</p>		<p>SENDCO</p>	<p>needs of SEN/disabled children at all times.</p> <p>All staff and governors are confident that their needs are met.</p> <p>Parents have full access to all areas of school.</p> <p>Access to Work Information available for staff. Risk assessments take account of the staff returning to work. Their needs are met.</p>
<p>Ensure everyone has access to reception area and other areas around school</p>	<p>Ensure that nothing is preventing wheelchair access. Keep classrooms and corridors clear of obstructions. There are accessible toilets. <i>Daily check to ensure the area is clear of obstructions</i> Ongoing <i>H and S Committee</i> <i>Review July 2019/2020/2021</i></p>		<p>Site Supervisor - Weekly checks</p>	<p>Disabled children/ parents / carers / visitors feel welcome. All areas are accessible.</p>
<p>Maintain safe access for visually impaired people</p>	<p>Check condition of yellow paint on step edges regularly.</p>		<p>Site Supervisor / Health and Safety Committee</p>	<p>Visually impaired people feel safe in school</p>

	<p>Check exterior lighting is working on a regular basis.</p> <p><i>Ongoing checks H and S Committee Review July 2019/2020/2021</i></p>		<p>H and S Committee Review July 2019/2020/2021</p>	<p>grounds. Yellow edges to be renewed as needed throughout the school year. Lights to be checked regularly.</p>
<p>Ensure all disabled people can be safely evacuated</p>	<p>Ensure the emergency evacuation plan is fit for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation. Individual escape plans detail the procedures for evacuating individual children.</p> <p>Ensure staff are aware of need to keep fire exits clear. <i>H and S Committee Review July 2019/2020/2021</i></p>	<p>Training for staff with responsibility to support disabled children.</p> <p>Ongoing checks</p>	<p>SENDCO Headteacher to remind staff</p> <p>H and S Committee Review July 2019/2020/2021</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p>
<p>Provide hearing equipment in classrooms to support pupils with a hearing impairment when necessary.</p>	<p>Use the appropriate equipment at all times.</p> <p>Staff to take account of children with hearing difficulties and adjust practice to meet their needs.</p>	<p>As required</p>	<p>Headteacher</p>	<p>All children with hearing impairment have access to the curriculum.</p>
<p>Ensure physical environment suitable for all children</p>	<p>Continue to alter the physical environment to meet the needs of children. Install grab rails, steps, ramps etc where necessary.</p> <p>Continue to make adjustments to the physical environment so that it is suitable for all despite the Covid restrictions in place.</p> <p><i>H and S Committee Review July 2019/2020/2021</i></p>	<p>As required</p>	<p>HT SENDCO H and S Committee Review July 2019/2020/21</p>	<p>All children can access the school safely.</p>

Access to the curriculum

Objective	Action – What, who by and when	Resources, training and staff development needed.	Monitoring/ Evaluation	Success Criteria
Ensure accessibility materials are available for Visually Impaired children.	Collate a list of visually impaired children. Ensure all staff understand how to support these children – photocopying enlarged text, ensuring the children are seated near the front of the class and interactive boards have a yellow background to help children access all subjects. Ensure VI children are supported when at play or in active PE lessons. <i>Termly review</i>	Training for staff with VI children	SENDCO / Headteacher	All VI children successfully access the full curriculum.
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings <i>Termly review</i>	Ongoing	SENDCO / Headteacher	Raised confidence of support staff. Children with disabilities recognise they are receiving better support.
Ensure all staff (teaching and non teaching) are aware of disabled children's curriculum access	Provide EHC plans for disabled children when appropriate. Share information with all staff, parents and carers and agencies involved with each child. <i>Termly review between Sendco and parents</i>	SDT Autumn Term	SENDCO	All staff are aware of individual's needs.
All school visits and trips	Ensure venues and means of	Ongoing	EVC / SENDCO	All pupils are able to

need to be accessible to all pupils	transport vetted for suitability. Ensure all trips are accessible for all pupils.			access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum and differentiate in lessons to allow children with disability to participate. Ensure pupils have support to access all areas of PE. <i>Ongoing</i>		SENDCO and PE co-ordinator	All pupils have access to PE and are able to excel. Support staff will be there all the time.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in the curriculum review <i>March 2020 – May 2021</i>	SDT and CPd on curriculum design	SENDCO and Headteacher	Gradual introduction of disability issues into all curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities.	Ensure all staff running extra-curricular activities are aware of their responsibility to ensure clubs are accessible to all.	As required	SENDCO	Disabled children feel able to participate equally in extra-curricular activities.
Improve curriculum access for all children with disabilities.	Refresh and update IT equipment so pupils have a range of options for how they can complete written tasks if they have significant difficulty with handwriting.		Sendco and HT	All children will overcome this barrier to their learning.
Impact of Covid 19 Improve curriculum access for all children so they can access remote learning from home.	Provide IT equipment for those children forced to isolate. Use the government scheme/funds to provide wifi access and chrome books so the children can access points.	Government IT support	HT	All children can access the curriculum despite if forced to isolate at home.

Access to information

Objective	Action – What, who by and when	Resources, training and staff development needed.	Monitoring/ Evaluation	Success Criteria
Ensure all parents and carers can access information produced by the school.	Provide information for parents in braille, other formats where necessary Communicate orally if appropriate. Ensure website is fully compliant with 2010 Equality Act <i>Ongoing</i>	Annually	Primary Site to review accessibility with HT SENDCO / Headteacher	Office staff aware of preferred methods of communication and parents feel included. School website is accessible to all and seen as example for others.
To improve the fixed signage and the lighting around school for the benefit of those with communication difficulties/EAL	Review all current signage and evaluate its accessibility. Renew and replace signage, which is not easily interpreted. <i>Ongoing</i>		SENDCO / Headteacher Site manager	Any person who enters the school with communication difficulties or EAL will find it easier to access.