

St John's Catholic Infant School

Accessibility Plan 2022-2023



"Loving, Learning and Laughter Together with God"

Article 29: "Every child has the right to an education."

Article 23; "Every child with disability has the right to live a full and decent life that promote dignity, independence and an active role in the community."

"Our children will know more, can remember more and apply more"

We at St John's Catholic Infant School believe that every child is a unique gift from God with his or her own special gifts. We embrace the fact that every child is different and, therefore the needs of every child are different. We are committed to providing a fully accessible environment, which values and includes all children, 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.

As a Catholic school, our commitment to Christ's ministry and to the uniqueness of each individual places us in an ideal position to respond with imagination and sensitivity to the specific needs of the children in our care. At St John's Catholic Infant School, we endeavour to create a safe and stimulating environment where everyone knows that they are valued as God's children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. Our Mission Phrase *"Loving, Learning and Laughter Together With God"*, our Mission Statement *".....We will offer every child - whatever their individual characteristics – the chance to achieve their full potential, feel secure and enjoy growing up"* Extract form School Mission Statement and our Christian School Values *"The fruits of the Holy Spirit are: Love, Peace, Faithfulness, Joy, Goodness, Gentleness, Patience, Self-Control and Kindness"* (Galatians 5, 22-23) are embedded into the heart of the school and are fully integrated into our Accessibility Plan. By this, we aim to maintain an inclusive learning environment in which all children feel happy and secure and to provide a quality of provision that will enable them all to reach their full potential.

We believe that this Accessibility Plan is compliant 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. The St John's Catholic Infant School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with children, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan has been up-dated to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement support the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

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3. St John's Catholic Infant School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This covers improvements to the physical environment of the School and physical aids to access education.
 - Increase access to the **curriculum** for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as equally, prepared for life as are the able-bodied children. This covers teaching, 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 **auxiliary aids and equipment**, which may assist these children in accessing the curriculum.
 - Improve the delivery of **written information** to children, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Single Equality Duty
 - Staff Handbook
 - Health & Safety
 - Inclusion
 - SEND
 - Behaviour
 - School Development Plan
 - School Prospectus and Mission Statement
7. The Accessibility Plan will be published on the school website.
8. The Accessibility Plan will be monitored through the Governing Body's Safeguarding Committee.
9. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

This policy will be reviewed at least every two years or sooner if necessary.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that all our school policies take account of the nine protected characteristics. We strive to do the best for all of the children and staff irrespective of age, disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion/belief, marriage/civil partnership or sexual orientation or whether they are looked after children.

We have carefully considered and analysed the impact of our policies on equality and the possible implications for pupils with these protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

IMPROVING ACCESS AT ST JOHN'S CATHOLIC INFANT SCHOOL

| PLANNING AREA | TARGETS | STRATEGIES | TIMESCALE/ COST | LEAD | SUCCESS CRITERIA |
|-----------------|---|--|--|--------------------------------------|--|
| Physical Access | To improve toilet facilities for the children. | Replacement of main school toilets Apply for LCVAP funding from Diocese | N/a (Dependent on Diocesan Funding) | Head teacher | Children will have access to new toilet facilities Health and safety in this area will be improved. |
| | Continue to upgrade/ monitor and further improve quality of outdoor provision for school | Regular inspections of outdoor areas. Seek School Council ideas | LCVAP Funding | Head teacher School Council | Outdoor area is accessible to all children and safe. |
| | To improve all main walkways around school | Apply for LCVAP from diocese to complete the resurfacing of all walkways around school | LCVAP Funding | Head teacher | Improved access around school. |
| | To ensure appropriate classroom facilities are available for children with disabilities | Appropriate chairs and toilet frames are available across the school Classrooms are adapted where necessary | Ongoing where needed | Headteacher SENCO | Appropriate facilities are in place to ensure inclusion of SEND children |
| | To provide appropriate vehicles for children with walking disabilities to be taken on trips | To ensure accessible transport e.g. wheelchair friendly buses for children or staff who have restricted mobility | As necessary | Head teacher/ Office Staff | Children and staff with restricted mobility can participate in school trips |
| | To provide a drop of zone in the staff car park for easy access to school for SEND children | Easy access for school drop of times for children who have restricted mobility | In place – monitor the accessibility and correct use of area | SENCO Headteacher Site Manager | Children and their families with SEND can access the school with safety |
| | To ensure appropriate lunchtime | To provide the correct seating/training | As necessary. | Head teacher | All children will be able to eat with their peers at lunch |

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| | provision for children with disabilities | for staff on “feeding” /diets children with disabilities | | | time All children will be provided with appropriate lunches |
| | To ensure access to school events for people with restricted mobility/wheel chair users | To inform visitors/family of steps and provide information with regard to wheelchair access whilst maintaining safeguarding in school | As necessary – information at each event. | Head teacher/Office Manager | All visitors can access school events with due regard paid to Safeguarding Policies |
| PLANNING AREA | TARGETS | STRATEGIES | TIMESCALE | LEAD | SUCCESS CRITERIA |
| Curriculum Access | Professional development opportunities for teachers on adapting the curriculum appropriately | Undertake an audit of staff training requirements Increase in access to the National Curriculum. Lesson planning shows adaptations | Continuous | Senior Leadership Team | All teachers are able to more fully meet the requirements of children with disabilities or learning needs with regards to accessing the curriculum |
| | Training for staff in the identification and teaching children with Autistic Spectrum Condition (ASC), ADHD, ODD and other specific learning difficulties e.g. Mutism, Genetic conditions | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Undertake an audit of staff SEND training. All staff to attend appropriate training. Outreach provision from external agencies. | Continuous | Head teacher SENCO | All staff have a wider knowledge of how to include children with SEND in the curriculum and all children with specific conditions are successfully included in all aspects of the school life. Staff participate in appropriate training. Professional external agencies are employed as necessary |
| | Resources and provision for children with SEND and social, emotional and | Therapy from outside agencies as required e.g. speech therapy and sessions for individuals with | Continuous | SENCO | Children to have access to appropriate resources which will enable them to be included in the |

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| | behavioural difficulties to help with their learning needs. Specific resources and sessions for children with ASC, ADHD, ODD, and other learning/behavioural difficulties | specific needs. A range of resources for children with ASC and sensory and other issues e.g. chew toys, pencil holders | | | curriculum and support specific needs |
| | All out of school activities are planned to ensure the participation of the whole range of children | All out of school, activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Review all out of school provision to ensure compliance with legislation | Continuous | HLTA PE Leader Head teacher | Ensure access to out of school activities for all children |
| | Classrooms are optimally organised to promote the participation and independence of all children. | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class basis. Lessons start on time without the need to make adjustments to accommodate the needs of individual children. | As necessary | Class teachers | Increase in access to the National Curriculum |
| | Training for awareness raising of equality issues | Provide training for staff, children and parents. Whole school community aware of issues | Ongoing DDA required sessions as necessary | Head teacher SENCO | Staff and children have a wider knowledge of the range of disabilities young people can have. Outside visitors/ |

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| | | relating to accessibility Outside agencies to provide information and training of a range of disabilities to children and staff | | | organisations have given appropriate information and training to children and staff |
| | Review of staff deployment to support children with particular needs. Including the children with special educational needs and learning difficulties | Adult support is available during key times, e.g. lunchtimes, PE etc. Establish priority of support for children with SEND and learning difficulties in review meetings Appropriate and effective training by SENCO and outside agencies | To review each term | Senior Leadership Team SENCO | Children who need specific or individual adult support can participate in school activities |
| PLANNING AREA | TARGETS | STRATEGIES | TIMESCALE | LEAD | SUCCESS CRITERIA |
| Written Information | Availability of written material in alternative formats | Audit to identify how the school delivers materials in other formats The school will make itself aware of the services available through the LA for converting written information into alternative formats | Review each term | SLT SENCO | The school will be able to provide written information in different formats when required for individual purposes |
| | Make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it | Review each term | HT | Delivery of school information to parents and the local community improved |

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| | Raise the awareness of adults working at and for the school on the importance of good communication systems | Review schemes of work Ensure availability of appropriate resources | Termly | SLT | Delivery of school information to pupils and parents with visual difficulties improved |
| | Subject Leaders purchase additional resources for curriculum areas e.g. large print, Braille keyboards where required. | Arrange training courses | Termly | Subject Leaders | Provision of written information to pupils with disabilities is improved |

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| Agreed by Governors on: 2 nd November 2017 (Min No: 33/17) | Review date: 17th November (Min No: 20/22) 25 th November 2021 (Min No: 31/21) | 19 th November 2020 (Min No: 14/20) 14 th November 2019 (Min No: 21/19) 15 th November 2018 (Min No: 20/18) |
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