

# St. John Bosco RC Primary School



# Accessibility Plan *2020-2023*

*Caring for each other as we live, learn  
and grow in God's love*

# St. John Bosco RC VA Primary School

## Accessibility Plan

2020-2023

### Introduction

At St. John Bosco RC Primary School, we have high expectations of everyone. Pupils are provided with high quality learning opportunities so that each child attains and achieves to their potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels valued and that they truly belong. We work hard to ensure that we recognise and value uniqueness and success. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We strive to provide premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students irrespective of special need or disability. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010. Governors are accountable for ensuring implementation, review and monitoring of the Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

***According to the Equality Act 2010 a person has a disability if:***

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan will be reviewed every three years.

### Accessibility Plan 2020-2023

1. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
2. St. John Bosco RC Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. St. John Bosco RC Primary School Accessibility Plan shows how access will be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain 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 within a reasonable timeframe;
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

6. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
7. The Accessibility Plan will be published on the school website.

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8. The Accessibility Plan will be monitored through the Governor Curriculum, Finance and Premises Committee
9. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
10. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### Aims and Objectives

- Increase access for disabled pupils to the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of written information to disabled pupils and parents.
- Equality and Inclusion

### Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### Physical Environment

The Accessibility Plan includes measures to maintain and, where necessary, improve access to the physical environment of the school. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate.

We understand that some aspects of extra-curricular activities present particular challenges to disabled pupils, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. The Plan allows us to make improvements and adjustments to the systems we already have in place.

### Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

### Access Audit

St John Bosco School is a fully accessible building with the following adjustments:

- Ramped entrance/exit from school gate provides access to Foundation Stage Unit and/or KS1 entrance and/or school main entrance, admin area, staff room and staff toilet facilities.
- Ramped entrance to Foundation Stage Unit allows access to Nursery, Reception, Year 1 and Year 2 classrooms, the school library, hall and dining hall.
- Adult disabled toilet facilities are provided within the Foundation Stage Unit.
- Handrails are provided in Foundation Stage toilets.
- Handrails are provided from the school gate to entrance to the Foundation Stage Unit.
- Access ramps to KS2 entrance and toilet facilities in KS2.
- A chair lift allows access from KS1 and KS2 to the school hall and dining area.
- Disabled car parking bay and staff and visitor parking on site.
- Fobbed gated entry to access the rear of the school and the yard.

### Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

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<b>AIM 1</b>	<b>CURRICULUM ACCESS</b>			<b>DATE</b>	<b>February 2020</b>
<b>Key Objective</b>	<b>Reduce and eliminate barriers to access the curriculum and to ensure full participation in school life for all pupils.</b>				
<b>HEADTEACHER</b>	<b>Mrs L. Peart</b>				
<b>INCLUSION MANAGER</b>	<b>Mrs G. Gray</b>				
<b>INCLUSION GOVERNOR</b>	<b>Mrs M. Bradley</b>				
<b>Targets (Priorities)</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>	
To liaise with Nursery providers to review potential intake for September.	Identify pupils who may need additional support upon admission to school.	Pupils enter school with full access to any additional support.	July - September	Additional support and resources in place for September admission.	
To continue to train staff to enable them to meet the needs of children with a range of SEN.	Increase staff confidence in meeting the needs of all pupils through regular access to training and updates from the SENDCO and external providers. Strategies/advice sought from external agencies as necessary.	Staff will be confident in delivering the curriculum to pupils in their class and will meet the needs of all pupils at all times by providing a differentiated curriculum as necessary.	Ongoing	Staff can enable all children to access the curriculum.	
Liaise with parents	Open door policy for all parents enabling issues to be dealt with efficiently.	There continues to be close collaboration and information sharing between school and home.	Ongoing	Clear collaborative approach	
Liaise with outside agencies for pupils with specific needs, e.g. Severe asthma, epilepsy, mobility issues	Ensure close collaboration with all outside agency staff.	Links with outside agencies are strong and can be called upon at any time.	Ongoing	Clear collaborative approach	
Educational visits, out of school activities etc. are accessible to all	The EVC ensures each new venue/activity is vetted for appropriateness. The EVC supports staff in meeting access needs on trips. Risk assessments are appropriate to each activity/trip etc. Adjustments are made to after school clubs to allow participation by all.	All pupils are able to take part in school events/activities and trips. Appropriate provision and support will be in place as required. Out of school clubs are accessible and available to all.	Ongoing	All pupils are able to access extra-curricular events resulting in full participation in school life.	

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<b>Ensure that resources are available to meet pupil needs</b>	Ongoing review of equipment by subject leaders. SENDCo will liaise with staff to ensure provision for pupils with SEND have access to appropriate resources and aids. Specific equipment sourced through outside agencies.	Pupils will have access to resources and equipment which will enable them to access the curriculum and reach their full potential.	Ongoing	Termly reviews by Subject Leaders. IEP's for children with SEND written and reviewed termly.	
<b>Review attainment of all SEN pupils.</b>	SENDCO/Class Teacher meetings Scrutiny of assessment system Parents evenings/Pupil progress meetings IEP's	All pupils have the opportunity to reach their full potential.	Termly	Progress made in meeting targets	
<b>Meet the needs of individuals during statutory tests.</b>	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	All pupils have the opportunity to reach their full potential.	Ongoing	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	

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<b>AIM 2</b>	<b>PHYSICAL ACCESS</b>	<b>DATE</b>	<b>February 2020</b>	
<b>Key Objective</b>	<b>Improve the physical environment of the school to increase the extent to which pupils, staff and visitors can access education and associated services.</b>			
<b>HEADTEACHER</b>	<b>Mrs L. Peart</b>			
<b>INCLUSION MANAGER</b>	<b>Mrs G. Gray</b>			
<b>INCLUSION GOVERNOR</b>	<b>Mrs M. Bradley</b>			
<b>Targets (Priorities)</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>
To ensure that all pupils and staff have safe access to the appropriate areas of the school.	Layout of the school will allow safe access/egress to all areas via ramps, lifts and fobbed entry.	A review of access resulted in new doors and fobbed access to the main reception area door, the KS1 cloakroom door, the Hall door and the KS2 cloakroom door in 2019. Ramped access points are located at the main entrance, Foundation Stage entrance and the rear of the school in KS2 cloakroom. Fobbed access gate is located at the front of the school so that pupils are kept safe and secure during lunch and playtimes.	Ongoing	Building and Play areas are accessible and well maintained. Building and outside play areas are safe and secure.
The school is aware of the access needs of all pupils, staff, governors, parent/carers and visitors	To create access plans for individual pupils as part of the IEP process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	IEPs in place for pupils and all staff are aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues	Ongoing	School is fully accessible to all in every area.

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Targets (Priorities)	Strategies	Outcome	Timescale	Success Criteria	
Ensure all pupils and staff can be safely evacuated from the building.	Regular fire drills take place so that leaders are aware of any difficulties. All staff are aware of their responsibilities. Individual Evacuation Plans are developed and updated for pupils/staff who may have difficulty in evacuating.	All staff and pupils are aware of evacuation procedures. Clear signage is displayed around the school. Plans are accurate and assembly points are clearly indicated.	Ongoing	All parents/carers/ visitors feel welcome Improvements to doors including fobbed access was carried out in 2019.	
Ensure classroom learning environments are suitable for the needs of staff and pupils within it.	Seek advice from LA Teachers for the Hearing/ Visually Impaired. Consider colour/paint schemes for visual impairment needs when re-decorating. Maintain step edgings /outdoor ramps/signs etc. to a good standard to secure ongoing suitable access	Classroom environments are all suitably adapted to the pupils within it.  Staff have access to training on provision for pupils with additional needs.	Ongoing	Pupils have access to the appropriate environment and equipment.	

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<b>AIM 3</b>	<b>INFORMATION ACCESS</b>			<b>DATE</b>	<b>February 2020</b>
<b>Key Objective</b>	<b>Improve the way information is delivered taking into account preferred formats and reasonable timescales</b>				
<b>HEADTEACHER</b>	Mrs L. Peart				
<b>INCLUSION MANAGER</b>	Mrs G. Gray				
<b>INCLUSION GOVERNOR</b>	Mrs M. Bradley				
<b>Targets (Priorities)</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>	
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms Information will be provided in alternative formats if required.	All stakeholders have access to the information they need in a suitable format.	During induction On-going Current	All parents receive information in a form that they can access All parents are aware they can access help as required. Parents with particular needs will have the same access to information as any other parent.	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	Regular review of needs ensures accessibility.	Ongoing	Excellent communication. Ongoing appropriate use of resources	
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	All families have access to appropriate information.	Ongoing	Pupils and/or parents feel supported and included. Reviewed termly	