



SOAR



SHARE



STRIVE



SPARKLE

The John Moore Primary School

Accessibility Plan

Statutory Policy

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1 Introduction

At The John Moore Primary School, our vision is that children leave us exceptionally well prepared for life's journey, wherever that may lead. We promote this through our school values:

Soar, Share, Strive, Sparkle

We aim, through constantly seeking the highest quality of teaching and learning, to enable our children to:

- Realise their academic potential and to be equipped to be successful in the next stage of their school career
- Be socially mature, demonstrating a high degree of emotional intelligence, empathy, understanding, tolerance and engagement with society
- Possess effective life-long skills: resilience, resourcefulness and respect
- Develop appreciation and love of life: aesthetically, physically and spiritually

The John Moore Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

2 Statement of Intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

3 What do we understand by 'disability'?

"Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities" (DDA 1995, Part 1, para. 1.1)

The Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

This plan aims, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- increase the extent to which disabled pupils can participate in the curriculum; 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 the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to disabled pupils, staff, parents and visitors. 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 time frame.

The above aims will be delivered within a reasonable time frame, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

4 Responsibilities

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External parties

The plan is reviewed every three years (or sooner if needed) to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

5 Other linked policies

- Child protection and Safeguarding Policy
- Special Educational Needs and Disability Policy (including Local Offer)
- Attendance Policy
- First Aid Policy

6 School Accessibility Action Plan 2020-2023

6.1 Improving the Physical Access

Item	Activity	Timescale	Cost £
Accessible car parking	Designated bay to be signed in accordance with relevant standards	Completed	No Cost Completed as part of the new build
Entrance Area to School	Improved school entrance area to provide more space	Completed	No Cost Completed as part of the new build
Accessible toilet	To provide an additional accessible toilet in main school building	Completed	No Cost Completed as part of the new build
Access to all Classrooms	All classrooms (new and old) easily accessible for all pupils	Completed	No Cost Completed as part of the new build

6.2 Improving the Curriculum Access at School

Action	Strategy	Success Criteria	Timeframe	Outcomes
To improve staff awareness of disability issues that are particular to the pupils at the school	To review needs of the pupils with disabilities and ensure that staff receive appropriate training to understand these needs	Staff have a good or better understanding of the specific needs of pupils with disabilities at The John Moore Primary School	On-going from 2.9.20 (as needs arise)	As a result of specific training and sharing of information, staff have a good awareness of the range of disability issues that impact pupils at The John Moore Primary School.
To ensure that teachers are able to better meet the needs of pupils with disabilities	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum Increase in access to the school Curriculum	On-going from 2.9.20 through staff development	As a result of specific training, both within school and from external consultants, all pupils are given access to the curriculum

To audit all out-of-school activities so that they are planned to ensure the full participation of the whole range of pupils	Review all out-of-school provision	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all disabled pupils	Annual Audit of clubs and after-school activities	All out-of-school activities conducted in an inclusive environment All pupils are able to access curriculum activities
To ensure that parents who are unable to attend school information and parents' evenings, can access information to help them support their child	Staff to make reasonable adjustments to enable access to the relevant information	Parents feel informed about their child's progress and welfare	On-going from 2.9.19	Parents are able to fully access information about their child's progress and welfare
To ensure that the school website provides parents with disabilities access to all necessary information and guidance about the school	To ensure that the school website is up-to-date and relevant for all parents	Parents with disabilities are able to access all information about the school from the school website	On-going review and audit of school website. Website updated.	School website provides parents with disabilities with the wide range of information they need

6.3 Improving the Delivery of Written Information at School

Action	Strategy	Success Criteria	Timeframe	Outcomes
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 by seeking advice from local services	All school information available for all (depending on context and need)	On-going from 2.9.19	All school information available for all (depending on context and need).
Raise the awareness of adults working at/for the school on the importance of good communications systems which ensures access for all.	Arrange training courses where appropriate E.g. Specific medical needs – appropriate training for all staff by qualified external partners e.g. diabetes	Awareness of target group raised School is more effective in meeting the needs of pupils.	On-going from 2.9.19	Training delivered for specific groups as and when appropriate e.g. pupils with specific medical needs. Needs of pupils met.