

## Bollington St John's Church of England Primary School



*Where talent grows*

### **SCHOOL ACCESSIBILITY PLAN 2018 – 2021**

Under the Equality Act 2010 schools must have an Accessibility 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, 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.

The definition includes people with a hearing or visual impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are also included.

- c) If a person has been disabled in the past (for example, recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Bollington St. John's Church of England Primary School the Plan will form part of the Premises Committee's responsibility.

### **Mission Statement**

At Bollington St. John's Church of England Primary School we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of truth and honesty in which everyone feels valued and shows respect for each other and their surroundings. As a team, we are committed to high expectations and continuous improvement. We adopt a child centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential.

The Accessibility Plan at Bollington St. John's Church of England Primary School has been developed and drawn up based upon information supplied by parents, staff, pupils, governors, the Local Authority and other outside agencies.

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).

Bollington St. John's Church of England 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.

We aim to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs, where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Improve awareness of Equality and Inclusion
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary and providing physical aids to access education.
- Ensure that all pupils can access the curriculum regardless of their learning need or disability. This includes developing teaching pedagogy to ensure Quality First Teaching is in place and offering alternative provision for pupils with learning needs that are additional to or different from that which Quality First Teaching would largely support. The curriculum will be expanded as necessary to ensure that pupils with a disability are as equally prepared for life as the 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 the delivery of information to pupils, staff, parents and visitors with disabilities, particularly written information. Examples might include handouts, 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.

Whole school training will recognise the need to continue training awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Plan should be read in conjunction with the following school policy documents:

- Equal Opportunities Policy
- Equality Plan
- Behaviour Policy
- Curriculum Policies
- Critical Incidents Policy
- Health and Safety Policy
- Special Educational Needs Policy
- School Prospectus
- The SEN Information Report/School Local Offer
- School Development Plan

**Person Responsible: Mrs. Melanie Walker**

**Updated: July 2018**

**Reviewed: July 2021**

### 1) Access to the Curriculum

| <b>Targets</b>  | <b>Strategies</b>   | <b>Timescale</b>                                 | <b>Responsibility</b>                          | <b>Success Criteria</b>   |
|---|---|--|--|---|
| To liaise with the local pre-schools to review the potential intake each September.                                   | To identify pupils who may need special provision   | Ongoing  | EYFS teacher & SENCO                           | School is aware of any pupils, due to start school, who may have additional needs.                          |
| To review/update all statutory policies to ensure that they reflect inclusive practice and procedure.                 | To comply with the Equality Act 2010  | Ongoing  | Headteacher & governors                        | All policies clearly reflect inclusive practice and procedure.  |
| To establish close liaison with parents and outside agencies, particularly for pupils with on-going additional needs. | To ensure collaboration between all key personnel.  | Ongoing - as required                            | SENCO<br>Class teachers                        | School makes reasonable adjustments for disabled pupils. All staff are aware of any pupil's specific needs. |
| Ensure support staff have specific training on SEN and disability issues.   | Identify training needs at regular meetings with support staff. Risk assessments in place. Focus on building resilience and independence. | Ongoing - as required                            | SENCO & Headteacher                            | Raised confidence of support staff. Improvement in pupils' resilience and independence skills.              |
| Interventions are targeted at pupil groups. They are reviewed verbally every six weeks. A                             | Review the needs of pupils with additional needs, provide training. Review/develop  | Ongoing.<br>6 week - verbal review.<br>12 week - | SENCO<br>Teaching assistants<br>Class teachers | All staff are trained to deliver interventions and aware of issues linked to                                |

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| written evaluation is provided termly or at the end of the intervention.   | support for Pupil Premium children and vulnerable groups.   | written review.   |                                | accessibility and inclusivity.  |
| Ensure all staff (teaching & non teaching) are aware of disabled pupils access to the curriculum and specific needs. | Pupil profiles, risk assessments and health care plans are in place, where appropriate, for disabled pupils or those with specific needs. Consent is sought so that information can be shared with all agencies involved with each pupil. | Pupil profiles and tracking sheets are updated as required or at least annually | SENCO & Headteacher            | All staff are aware of individuals' needs. Outside agency advice is shared with relevant staff. |
| All school visits and trips need to be accessible to all pupils.   | Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.   | Ongoing   | EVC<br>SENCO<br>Class teachers | All pupils are able to access all school trips and take part in a range of activities.          |
| Review the PE curriculum to ensure PE is accessible to all pupils.   | Review PE curriculum to include disability sports   | Planned during 2019   | SENCO & PE co-ordinator        | All pupils have access to PE and are able to excel.   |
| Review curriculum areas and planning to include disability issues.   | Include specific reference to disability equality in all curriculum reviews.  | Planned during 2019   | SENCO & Headteacher            | Gradual introduction of disability issues into all curriculum areas                             |
| Ensure disabled pupils can take part equally in lunchtime and after school activities                                | Discuss with 'Goslings' (wrap around care) staff, and people running other clubs after school. Additional adult support might be needed, especially after school.   | As required   | SENCO & Headteacher            | Disabled pupils feel able to participate equally in out of school activities.                   |
| Develop greater links with the local specialist units.   | Opportunities to develop links with local specialist units through CEAT and EP cluster group meetings.  | 6 meetings a year facilitated by outside agencies.                              | SENCO & Headteacher            | Increased understanding of the opportunities available to pupils in specialist provision.       |
| Classrooms are well organised and all  | Review and implement a  | Ongoing - reviewed  | Class teachers<br>SENCO        | Disabled pupils feel able to  |

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| appropriate, additional equipment is provided to promote the participation and independence of all pupils.    | preferred layout of furniture and specialist equipment to support individuals in the classroom e.g. additional handrails, ear protectors etc. | as required       | Headteacher                           | participate and develop independence skills.   |
| Access arrangements for assessments and statutory tests will be applied for and support provided as required. | SENCO / class teacher will ensure appropriate assessments are provided in order to apply for access arrangements.                             | Reviewed annually | Class teacher<br>SENCO<br>Headteacher | All pupils will have their individual needs met. Any barriers to achieving their full potential will be removed. |

## 2) Access to the Physical Environment

| Targets   | Strategies   | Timescale | Responsibility   | Success Criteria   |
|---|--|-----------|--|--|
| To improve the physical environment of the school                             | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site. | On going  | Premises Committee   | All newly refurbished areas are designed with accessibility in mind.   |
| To enable physically disabled drivers to park as near the school as possible. | Create a disabled parking space at the front of the school.  | Ongoing   | Headteacher<br>Premises Committee                              | Space is allocated for disabled drivers in front of the school.  |
| Ensure everyone has access to the main reception area                         | Ensure that nothing is preventing wheelchair access e.g. displays or furniture or carpeting  | On going  | Headteacher & caretaker  | All access routes are clear from obstructions. A ramp for wheelchair access is in place.                             |
| Disabled access route is clearly marked from the outside of the building      | There is a ramp for wheelchair access to the main entrance.  | On going  | Headteacher<br>Health & Safety Committee<br>Premises Committee | Disabled parents /carers/visitors feel welcome. Disabled persons can clearly/quickly make themselves known to staff. |

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| All external areas of the school are clearly lit at night                                    | Lighting is installed at the front and back of the school.   | On going    | Premises Committee<br>Health and Safety Committee        | All external areas of school are clearly lit at night.   |
| Maintain safe access for visually impaired people  | St. John's has a ramp for wheelchair access and a stair lift.  | On going    | Premises Committee<br>Health and Safety Committee        | School is accessible for visually impaired pupils, staff and visitors.   |
| Ensure all disabled people can be safely evacuated   | a) Ensure there is a personal emergency evacuation plan for all disabled pupils.   | On going    | Headteacher & SENCO                                      | All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled pupils who would need help in the event of an evacuation.<br><br>Disabled people in wheelchairs can be evacuated quickly and easily. |
|  | b) Ensure all staff are aware of their responsibilities, in the event of an evacuation, by knowing pupils' individual needs      | On going    | Headteacher to remind staff.<br>Check during fire drills |  |
|  | c) A person using a wheelchair should not be in a room where the emergency exits are down steps – Classes 2 and 3 at St. John's. | As required | Headteacher  |  |
| Provide hearing loops in classrooms to support pupils with a hearing impairment.             | Take advice from the Sensory Inclusion Service, on an appropriate system, if this is required.                                   | As required | Headteacher  | All pupils have access to the curriculum   |
| Ensure there are enough fire exits in school that are suitable for people with a disability. | Ensure staff are aware of the need to keep fire exits clear.   | Daily       | All staff<br>Headteacher                                 | All disabled personnel and pupils have safe independent exits from school.   |

### 3) Access to information

| <b>Targets</b>  | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibility</b> | <b>Success Criteria</b>  |
|---|---|------------------|-----------------------|--|
| Photographs of key members of staff to be displayed, in the reception area.<br>Signage around school could be in other languages. | A welcome sign or display in the reception area of the school.<br>Consider signage around school in other languages e.g. Polish | July 2020        | Headteacher           | All people feel they are welcome and included in the school community. |

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| Inclusive discussion of admission procedures and information in all parent/teacher annual meetings                   | Access a translator can be arranged to facilitate the admission process and participation in meetings with school staff.<br>Ask parents about preferred formats for accessing information e.g. braille, other languages.<br>Translation Tool to be added to website to allow multi-lingual access | As required | SENCO & Headteacher | Staff are more aware of preferred methods of communication, and parents feel included.<br>School website will become accessible to all |
| Make available school brochures, school newsletters and other information for parents/carers in alternative formats. | Review all current school publications and promote availability in different formats.<br>School to be aware of the LA services for converting written information.  | July 2020   | SENCO & Headteacher | The school will be able to provide written information in different formats when required.   |

#### 4) Equality and Inclusion

| Targets  | Strategies  | Timescale | Responsibility                    | Success Criteria   |
|--|---|-----------|-----------------------------------|--|
| Accessibility Plan and Equality Statement to become an annual agenda item at Governors Meetings                        | Clerk to Governors to add to list of required publication details.  | Annually  | Headteacher<br>Premises Committee | Adherence to current legislation.                          |
| Training to raise awareness of equality and disability issues.   | Provide training for governors, staff, pupils and parents.<br>Discuss perception of issues with staff / governors | Annually  | Headteacher<br>Premises Committee | Whole school community aware of issues relating to access. |
| Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils. | Review policies with staff and governors.   | Annually  | Headteacher<br>Premises Committee | Policies reflect adherence to current legislation.         |

### Support for Vulnerable Groups of Pupils – Refer to the SEN Toolkit for strategies and advice

| Pupil Premium  | Behaviour   | Nurture   | Attendance and Punctuality   | Family Needs  | Gifted and Talented   | Underachieving  |
|--|---|---|--|---|---|---|
| <p>Literacy and numeracy catch-up programmes.<br/>Forest Schools – confidence building.<br/>Counselling.<br/>Support to access wrap-around care or after school clubs etc.<br/>Financial support for school trips etc.<br/>CAF<br/>Advice from outside agencies e.g. school nurse.<br/>Social worker or Family Support Worker.</p> | <p>Clear boundaries, rewards and sanctions.<br/>In-class support to use behaviour strategies, supervise ‘time out’.<br/>Structured lunchtimes.<br/>Interventions - Circle Time, PHSE, SEAL, SUMO, Social skills etc.<br/>Peer support.<br/>Advice from EP, GP, CEAT, CAMHS or ADHD nurse.<br/>Social worker or Family Support Worker.<br/>School nurse – parenting skills.<br/>Counselling.</p> | <p>Interventions - Circle Time, PHSE, SEAL, SUMO, Social skills.<br/>Raising self esteem – ‘I can’ sheets, special person of the week etc.<br/>Structured lunchtimes – Phys Kids, MDAs to organise games, lunchtime clubs etc.<br/>Peer support.<br/>1:1 quality time with an adult.<br/>After school clubs – gardening, cooking, sports etc .<br/>Counselling.</p> | <p>Routines lists – ‘What I need to bring to school’.<br/>Reward charts.<br/>Monitored by CT or HT.<br/>Meetings with parents.<br/>Meet and Greet EWO<br/>Counselling.<br/>Advice from outside agencies.</p> | <p>Social Worker or Family Support Worker.<br/>CAF, CIN, CPP.<br/>School nurse – parenting skills.<br/>Counsellor<br/>GP or SENCO – referral to outside agencies.<br/>Support to access wrap-around care – B’Brookers etc.<br/>Financial support for school trips etc.<br/>Advice on entitlement to FSM, benefits etc.<br/>Support to complete forms.</p> | <p>Differentiated curriculum.<br/>Targeted CT or small group support with TA.</p> | <p>Differentiated curriculum.<br/>Targeted CT or small group support with TA.<br/>Literacy and numeracy catch-up programmes.<br/>Resources - Visuals, ICT, task lists etc.<br/>SENCO assessment<br/>EP consultation or advice from outside agencies.<br/>Counsellor<br/>1:1 specialist support.</p> |

### Support for Vulnerable Pupils

| Area of Need                         | Quality First Teaching Strategies   | First Concerns  | SEN Support   |
|--------------------------------------|---|---|---|
| <b>Cognition and Learning</b>        | <p>Refer to the SEN Toolkit for list of QFT strategies</p> <p>Differentiated curriculum planning.</p> <p>In class TA support or targeted CT support.</p> <p>Visual timetables, visual aids, task lists</p> <p>Use of writing frames.</p> <p>Access to ICT</p> <p>Peer coaching</p> <p>Booster clubs</p> | <p>Refer to the SEN Toolkit for list of strategies and advice on further support.</p> <p>Small group literacy interventions - Nessy, targeted guided reading, guided writing or spelling groups.</p> <p>Beat Dyslexia / Lifeboat scheme, Wellington Square, Wave 3</p> <p>Literacy, inferencing skills.</p> <p>Small group numeracy interventions – Springboard, Wave 3 Maths</p> <p>Targeted small group support in class with TA or CT.</p> <p>Nurture group</p> <p>Booster lessons</p> | <p>Refer to the SEN Toolkit for list of strategies and advice on further support.</p> <p>1:1 literacy interventions – Toe by Toe, Nessy, Hickey, Precision teaching of e.g. common words etc.</p> <p>1:1 numeracy interventions – Plus 1, Power of 2, Precision teaching of e.g. tables.</p> <p>ICT - Memory Booster, Earobics</p> <p>Specialist teaching</p> <p>Advice from EP, specialist teacher</p> <p>Increasingly individualised timetable.</p> |
| <b>Communication and interaction</b> | <p>Refer to the SEN Toolkit for list of strategies</p> <p>As above</p> <p>Use of modified language</p> <p>Use of visuals i.e. good listening</p> <p>Structured school and class routines.</p>   | <p>Refer to the SEN Toolkit for list of strategies and advice on further support.</p> <p>EAL Nurture group</p> <p>Use of additional ICT</p> <p>Targeted in-class support with focus on speech and language skills</p> <p>Language skills group</p> <p>Social skills group</p>   | <p>Refer to the SEN Toolkit for list of strategies and advice on further support.</p> <p>1:1 support for language skills – adults to expand vocabulary or model grammatically correct sentences. Word retrieval techniques</p> <p>SaLT advice and support, programmes</p> <p>Makaton and additional ICT</p> <p>Advice from EP, SaLT, CEAT</p>   |

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| <p><b>Emotional, behavioural and social</b></p> | <p>Refer to the SEN Toolkit for list of strategies<br/>Emotionally Healthy Schools programme.<br/>Whole-school behaviour policy, rules, reward and sanctions systems<br/>Class rules/codes of behaviour<br/>Circle Time<br/>Structured lunchtime<br/>PHSE, SEAL or SUMO sessions<br/>Peer support<br/>Growth mindset</p> | <p>Refer to the SEN Toolkit for list of strategies and advice on further support.<br/>Well-being groups – throughout the school – training and resources from Visyon<br/>Circle time<br/>Circle of Friends<br/>Nurture group<br/>Ginger Bear<br/>Phys Kids<br/>Social Articles/Social stories<br/>Restorative group sessions<br/>In-class support for managing feels and behaviour.</p> | <p>Refer to the SEN Toolkit for list of strategies and advice on further support.<br/>Counselling<br/>1:1 supportive narrative<br/>ADCD to monitor behaviour<br/>Individual, graduated reward system<br/>Anger management.<br/>Time out – go card, safe space<br/>Advice from EP, SaLT, CEAT, school nurse, Specialist teacher<br/>Support from ‘The Crescent’ or Adelaide Hub.</p> |
| <p><b>Sensory and Physical</b></p>              | <p>Refer to the SEN Toolkit for list of strategies<br/>Writing slope, pencil grips, wedge cushion,<br/>Flexible teaching arrangements.<br/>Soundfield system<br/>Brain Gym<br/>Improve accessibility of the building</p>   | <p>Refer to the SEN Toolkit for list of strategies and advice on further support.<br/>Typing skills – Nessy Fingers<br/>Additional fine motor skills practice – ‘Motor Skills United’, ‘Write from the Start’ – handwriting programme<br/>In-class support for access/safety.<br/>‘Dough Disco’- finger exercises<br/>Nurture group<br/>Forest Schools</p>                              | <p>Refer to the SEN Toolkit for list of strategies and advice on further support.<br/>1:1 support at lunchtime, for specific activities, etc.<br/>OT, Physio or SaLT programmes.<br/>Advice from EP, SaLT, CEAT, school nurse, Specialist teacher.<br/>Appropriate resources – ICT, Foxdenton chair, additional handrails<br/>Staff moving and handling training</p>                |