

# St John's Upper Holloway CE Primary School



## Accessibility Plan

Plan agreed: March 2024

Review date: March 2027

## St John's C.E. Primary School

*Jesus said: 'Love each other as I have loved you'. John 15:12*



### **Our Vision**

*Jesus said: 'Love each other as I have loved you'. John 15:12*

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

### **Our Mission**

- St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:
  - ❖ promoting the highest standards of teaching and learning, with excellent leadership
  - ❖ being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
  - ❖ providing a rich and stimulating curriculum that will inspire and challenge
  - ❖ being a happy, healthy and safe place
  - ❖ providing excellent care, guidance and support with a strong partnership between school, parents and the community.

**We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:**

- considerate and respectful with excellent manners
- confident, happy, independent and self-motivated
- co-operative and collaborative
- honest and trustworthy
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

## **Requirements**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

1. Increasing the extent to which disabled pupils can participate in the curriculum;
2. Improving the physical environment of schools to enable pupils to take better advantage of education, benefits, facilities and services provided; and
3. Improving the availability of accessible information to disabled pupils.

This plan sets out the proposals of the Governing Body of St John's CE Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA (as stated above).

St John's CE Primary School accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. This plan includes an action plan showing how the school will address the three key areas (as stated above).

## **School context**

St John's is a one form entry primary school. The main site is located on one floor and there are several ramps to classrooms that are slightly raised. The school has a designated Early Years playground and a sports playground. The EY playground was redesigned and constructed in 2012. During this process the school took into account the views of those professionals who worked with children in the EY with physical needs eg: the OT and Physiotherapist in order to ensure there was a range of equipment that would not only ensure they could access the resources, but also that these would help with their physical development.

St John's aims to...

- embrace and continue the partnership between the school and home
- offer to each member of the school community the opportunity to grow in knowledge fostered through Christian values and guidance
- ensure that every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- ensure that pupils will be helped to appreciate that they are members of the wider community in its richness and diversity
- ensure that its curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values

We are working within a national framework for educational inclusion that includes the SEN Code of Practice (2014) and the Equality Act (2010).

The priorities for our accessibility plan were agreed by:

- **SENco**
- **SEN Governor**
- **Headteacher**
- **Feedback provided by outside agencies such as OT and Physio**

<b>Accessibility action plan</b>			
<b>Target</b>	<b>Action</b>	<b>Timescale</b>	<b>Cost</b>
Increasing the extent to which disabled pupils can participate in the school curriculum	<ul style="list-style-type: none"> <li>• PE lessons to be risk-assessed for any potential barriers</li> <li>• Trips – risk asmts in place and inform venues of needs- make amendments to travel arrangements if necessary</li> <li>• Visitors into school – inform of needs and discuss potential barriers</li> <li>• Convert ancillary building for use by SEN</li> </ul>	<p>Ongoing</p> <p>As and when applicable</p> <p>Building is now in use</p>	n/a
Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	<ul style="list-style-type: none"> <li>• Handrail to be positioned on main steps to upper playground</li> <li>• Resurface ramps to Yr 3 and Yr 5 classrooms</li> <li>• Consider storage for equipment such as walking frames, pushchairs, chairs</li> <li>• Consider “quiet room” (or “quiet space” within the classroom) for those children identified as needing this</li> </ul>	When funding is available	SBM to investigate costing options
Improving the availability of accessible information to disabled pupils	<ul style="list-style-type: none"> <li>• Update pupils and parents regularly with key information that comes into school re specialist events or support</li> <li>• Provide information in languages accessible to those who need it</li> <li>• Ensure interpreter available as and when needed eg: termly parent meetings</li> </ul>	<p>Ongoing</p> <p>As and when needed (also at Review meetings)</p>	

### **Management, coordination and implementation**

This plan will be reviewed every 3 years by the Head and the SENco (but may be amended during this time as and when applicable). This plan should be read in conjunction with the school’s Equality Document. The implementation of this plan will be led by the Head and the SENco.

This plan is available on the school website and as a paper document in the school entrance foyer.

Policy approved by staff \_\_\_\_\_ (head) on \_\_\_\_\_

Policy approved by governors \_\_\_\_\_ (chair of Resources committee)

on \_\_\_\_\_