



# John Clare Primary School

*Inspire - Nurture – Celebrate*

# Accessibility Policy and Plan

## Editions and Revisions:

Reviewed	January 2025
Approved by Local Governance Committee	28 <sup>th</sup> January 2025
Next Review Date	January 2028

## **Introduction**

John Clare Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. It is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At John Clare Primary School we aim to provide each and every individual with a high-quality learning experience, which will develop his or her potential and encourage independence and confidence. Our curriculum is broad, balanced and relevant to the needs of each child and seeks to ensure continuity and progression. Teaching and learning take place in a caring, purposeful and secure environment. We aim to foster self-esteem, respect for self and others, co-operation and care for the community. At John Clare Primary School we value the interests of the children and links with parents.

As a school community, we aim to:

- Provide a caring, happy and welcoming environment ensuring the safety, well-being and inclusion of all.
- Respect and celebrate our differences and special talents, fostering ambitious aspirations.
- Provide a broad, balanced, challenging and stimulating curriculum, which empowers and enables all.
- Become literate, numerate and globally aware, equipped for life in a modern world.
- Develop confident and independent learners for life.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Soke Education Trust's Complaints Policy covers the accessibility plan. If you have any concerns relating to accessibility in school, this policy sets out the process for raising these concerns.

## **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

An Accessibility Plan has been drawn up to cover a three-year period and will be reviewed annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher and monitored through the Local Governance Committee.

## **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy

John Clare Primary School acknowledges that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## JOHN CLARE PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN – review of previous plan

Aspect(s)	Issue	Actions to be taken	Person(s) responsible	Timescale	Outcome	Review
Curriculum/ Physical environment	Accessibility of curriculum and school building for children with SEND and/or EAL.	Review signage around school and add in visual clues for orientation where necessary/appropriate. Staff to use a range of communication methods to ensure information is accessible. Seek advice from external providers (e.g. Makaton)	Sarah Nicolson Abi Kefford	By September 2023	Learning environment is accessible to all pupils	Support received from Visual Impairment team - signage and highlights applies around school.
Curriculum	School trips to be accessible for children with SEND.	Consider venue suitability for all pupils. Consult with providers to ascertain arrangements needed to ensure all pupils can participate fully.	Sarah Nicolson	Ongoing basis	All children are able to participate fully in a range of trips and visits, including residential.	All children with SEND have been able to access and attend all trips with reasonable adjustments made – to continue.
Curriculum	Accessibility of curriculum for those with SEND and/or visual impairments.	Update interactive screens in all classes. Ensure that pupils have access to UpToDate technology.	Sarah Nicolson	September 2022	Interactive screens are visible to all pupils in class. Pupils have access to technology that support learning.	Pupil's APDR and provision maps highlight necessary adjustments. OAP to be finalised.
Physical	Narrowness of corridors	Ensure that main corridors are kept clear.	Sarah Nicolson Sally Pearman Jula Shonfeld	Daily checks of corridors by site office and all staff.	Wheelchair users and those with limited mobility are able access all areas of school easily.	School corridors are kept tidy and accessible.
Information	Improve delivery of information to parents/carers, including those with SEND and/or EAL.	Update list of parents/carers requiring additional support in this area. Offer paper copies of information and/or translated copies (using IT).	Sarah Nicolson Sally Pearman	Ongoing	All parents/carers have access to school information.	Office team send paper copies of information to those families requiring it and

						offer support in completion of form filling. SEND Coffee and Catch-up successful in Spring 1 2025. Continue to arrange further sessions.
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## Plan – January 2025

Aspect(s)	Issue	Actions to be taken	Person(s) responsible	Timescale	Outcome	Review
Curriculum	School trips to be accessible for children with SEND.	Consider venue suitability for all pupils. Consult with providers to ascertain arrangements and reasonable adjustments needed to ensure all pupils can participate fully.	Sarah Nicolson Abi Kefford	Ongoing basis	All children are able to participate fully in a range of trips and visits, including residentials.	
Curriculum	Accessibility of curriculum for those with SEND and/or visual impairments.	Ensure that pupils have access to UpToDate technology. Continue seek advice from Visual Impairment team.	Sarah Nicolson Abi Kefford	Ongoing basis	Interactive screens are visible to all pupils in class. Pupils have access to technology that support learning.	
Curriculum Physical	Sensory overload from classroom environment.	Neutral colour schemes to be used inside classrooms, including low contrast displays. Staff training from AET re sensory overload and dysregulation	Sarah Nicolson Abi Kefford	Ongoing basis	Children are less stimulated and overwhelmed by their class environment, leading to greater attention and concentration in lessons.	
Physical	Narrowness of corridors.	Ensure that main corridors are kept clear.	Sarah Nicolson Abi Kefford Jula Shonfeld	Daily checks of corridors by site office and all staff.	Wheelchair users and those with limited mobility are able access all areas of school easily.	
Information	Improve delivery of information to parents/carers, including those with SEND and/or EAL.	Update list of parents/carers requiring additional support in this area. Offer paper copies of information and/or translated copies (using IT). Offer Termly SEND Coffee and Catch-up sessions for families	Sarah Nicolson Office Team Abi Kefford	Ongoing  SEND Coffee and Catch-ups to be organised termly	All parents/carers have access to school information.	

