



St John's Primary Academy

Accessibility Plan

2023 to 2026

This plan should be read in conjunction with the **Whole School Development Plan** and outlines the proposals of the **Local Governing Body** of **St John's Primary Academy** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010; Curriculum, Physical Environment & Information.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

The Action 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 partners

This plan will be reviewed at least every three years, but may be updated more regularly to take into account the changing needs of the academy and its pupils.

	Issue	What	Who	When	Outcome	Review
Short Term (Year 1)	Physical Environment: Children with visual impairments accessing step areas safely around school and the general external environment	Providing edging strips to external steps (eg painted) Environment Audit	Site Supervisor SENDCo – liaison with Vision Inclusion Team	Spring Term 2023	Painted steps are more visible and ensure that children and visitors are able to use these with minimised risk of trips/falls See additional Environment Audit document completed Jan 2023 which identifies areas to be updated.	
	Physical Environment: Ease of access in classroom environments	Annual review of classroom environments – ensure classrooms continue to be organised with ease of access.	SENDCo → Teaching staff.	Academic Year 2022-2023	Classroom organisation is considered and enables ease of access. Mechanisms are identified and put in place to support access to learning and reduce/remove barriers to learning.	
	Curriculum Access: Ease of access to learning & mechanisms to reduce/remove barriers to learning	Pupils have access to appropriate resources to reduce/remove barriers to learning	SENDCo → Teaching staff	Academic year 2022-2023	Mechanisms in place to identify and supply additional resources for pupil specific needs – ipads, sensory resources, writing slopes etc.)	
	Curriculum Access: Continue with cycle of training for all staff in regards to individual SEND needs – eg ASC, Dyslexia, Motor skills, Speech and Language.	Continual review of pupils' needs with appropriate staff training undertaken in direct correlation to pupil needs (both individual and groups of pupils).	SENDCo→ Teaching staff	Academic Year 2022-2023	Staff training undertaken against pupils needs is directly impacting upon curriculum access for individuals and groups of pupils.	

	Curriculum Access: Continue to review access arrangements to meet individual needs when taking tests etc. Access arrangement applied for and support provided as required.	Ensure appropriate testing, reports and support mechanisms are consistently provided in order to apply for access arrangements.	SLT/SENDCO → Y2/6 Staff. Work with outside agency staff when appropriate, eg VI team.	Academic Year 2022-2023	Appropriate access arrangements in place for statutory testing for individual pupils	
	Access to Information School literature and information to be made available in alternative formats, as required by parents and stakeholders	Continue to provide electronic copies of key written material on the website/social media platforms. Providing copies on of information in alternative formats, eg larger font, cream paper, to meet individual needs as requested.	Office staff/ All staff who provide written information for parents & stakeholders.	Academic Year 2022-2023	School information is available to all. Website and Social Media/Padlet is regularly updated and information provided to parents and stakeholders routinely.	
Medium Term (Year 2)	Physical Environment: Children with visual impairments accessing step areas safely around school and the general external environment	Providing edging strips to external steps (eg painted) Environment Audit completed Annually	Site Supervisor & SENDCo – liaison with Vision Inclusion Team	Academic Year 2023-2024	Painted steps are more visible and ensure that children and visitors are able to use these with minimised risk of trips/falls	
	Curriculum Access: Continue to review access arrangement to meet	Ensure appropriate testing, reports and support	SLT/SENDCO → Y2/6 Staff.	Academic Year 2023-2024	Appropriate access arrangements in place for statutory testing for individual pupils	

	individual needs when taking tests etc. Access arrangement applied for and support provided as required.	mechanisms are consistently provided in order to apply for access arrangements.	Work with outside agency staff when appropriate, eg VI team.			
	Curriculum Access: Continue with cycle of training for all staff in regards to individual SEND needs – eg ASC, Dyslexia, Motor skills, Speech and Language.	Staff to receive Autism Awareness training Level 1 delivered by AIT.	SENDCo → All teaching staff	Academic Year 2023-2024	Pupils with a diagnosis or traits of ASC, needs are noticed early, acted upon and staff are confident in the delivery and mechanisms of support most appropriate to individual pupils.	
	Access to Information: School literature and information to be made available in alternative formats, as required by parents and stakeholders	Continue to provide electronic copies of key written material on the website/social media platforms. Providing copies on of information in alternative formats, eg larger font, cream paper, to meet individual needs as requested.	Office staff/ All staff who provide written information for parents & stakeholders.	Academic Year 2023-2024	School information is available to all. Website and Social Media/Padlet is regularly updated and information provided to parents and stakeholders routinely.	
Long Term (Year 3)	Physical Access: To continue to review site accessibility requirements in line with any planned site changes or additional buildings added to site	Changes to site/buildings follow due process re regulations in regards to access	Site staff I conjunction with outside providers – building works etc.	Academic Year 2024-2025	All legal requirements are met. Building plans/documentation. Any new building additions or alterations are organised to allow optimum access for pupils with disabilities.	

	<p>Curriculum Access: Continue to review access arrangement to meet individual needs when taking tests etc. Access arrangement applied for and support provided as required.</p>	<p>Ensure appropriate testing, reports and support mechanisms are consistently provided in order to apply for access arrangements.</p>	<p>SLT/SENDCO → Y2/6 Staff. Work with outside agency staff when appropriate, eg VI team.</p>	<p>Academic Year 2024-2025</p>	<p>Appropriate access arrangements in place for statutory testing for individual pupils</p>	
	<p>Curriculum Access: Continue with cycle of training for all staff in regards to individual SEND needs – eg ASC, Dyslexia, Motor skills, Speech and Language.</p>	<p>Audit of priory needs within Academy; planning to address accessibility improvements to meet identified needs.</p>	<p>SENDCo → All teaching staff</p>	<p>Academic Year 2024-2025</p>	<p>Pupils with a diagnosis or traits of ASC, needs are noticed early, acted upon and staff are confident in the delivery and mechanisms of support most appropriate to individual pupils.</p>	
	<p>Access to Information: School literature and information to be made available in alternative formats, as required by parents and stakeholders</p>	<p>Continue to provide electronic copies of key written material on the website/social media platforms. Providing copies on of information in alternative formats, eg larger font, cream paper, to meet individual needs as requested.</p>	<p>Office staff/ All staff who provide written information for parents & stakeholders.</p>	<p>Academic Year 2024-2025</p>	<p>School information is available to all. Website and Social Media/Padlet is regularly updated and information provided to parents and stakeholders routinely.</p>	