



St. John's Infant and Nursery School

Accessibility Plan

This policy should be read in conjunction with the Equality Policy, Inclusion Policy and SEND Policy

Statement of Intent – check still the same

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values:

Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Access Plan	
Written by:	Lana Gillam
Date:	13.11.21
Approved by:	Resources Committee
Date:	November 2021
Review frequency:	Annually and every 3 Years full review
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's Infant and Nursery School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Aims

The aims of the plan are:

- To increase access to the curriculum for children with disabilities
- To improve the delivery of information to children and all stakeholders with a disability
- To improve access to the physical environment of the school

School Access Action Plan 2021 - 2023

Access to the curriculum

Target	Strategies	Timescale	Responsibility	Outcome
To continue to build on staff confidence when planning for children with complex SEND.	Staff Training Monitor planning Reviews and discussion during pupil progress. Discussions during Assess, Plan, Do, Review Meetings.	On – going	Inclusion Leader and SENCo	Raise confidence of staff in supporting children across the curriculum. All staff to feel confident in planning for all children as part of 'Quality First Teaching' and for one to one adults working with those with exceptional needs. Evidence of "Reasonable Adjustments' and differentiation in place.
Develop the confidence of staff delivering interventions.	Staff Training Observations	On-going	Inclusion Leader and SENCo	Training for specific needs when required. For example: English as Additional Language (EAL) training, Zone of Regulation and other specific training. Planning and work scrutiny.
To ensure that the curriculum caters for different genders, disabilities and cultures.	Review books in library and classroom	On-going	Inclusion Leader and SENCo	Books aimed at different genders and cultures are available in school. Topics aimed at different genders/cultures/ disabilities evident in the curriculum.
Review of resources and ICT provision to consider suitability.	Identify and assess the ICT programme and equipment in school used to support children. Keep up to date with other programmes which could support learning.	On-going	ICT Co-ordinator Inclusion Leader and SENCo	ICT is used to support children's learning, accessed by all. Staff access training to enable them to support the children's learning.
Support the children who are new to English.	Use of adults who speak the language to support the children.	On-going	Inclusion Leader /Class Teacher	Children who are new to English to have access to support from an adult within the school who speaks their 1 st language, where possible.

Access to the Physical Environment

Target	Strategies	Timescale	Responsibility	Outcome
For all children and future admissions to have access to washroom facilities.	To review the toilets in all classrooms or phase groups to ensure a least one disabled/ accessible toilet is installed.	Summer 2023	Executive Head	For children to have access to an accessible toilet.
To be aware of the access needs of disabled children, staff, governors and parents/ carers.	Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process. Ensure staff and governors can access areas of school. Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school becomes physically impaired. Ensure all fire exits are clear.	Spring 2022	SENCo / caretaker	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitor to ensure any new needs that arise are met. Parents have full access to all areas of school and inform the school if they are not able to. The school to look into making reasonable adjustments. PEEPs are prepared and reviewed as individual needs changes. All fire exits accessible and clear of obstacles.
Car park access for a disabled driver-buzzer	Investigate a change of buzzer for a driver to be able to access the buzzer without getting out of their car.	Summer 2023	Executive Head	For any person with accessibility needs to be able to access the main school.
Accessibility around the school both inside and outside areas.	Review all internal and external access. Actions to be identified and ensure working towards.	Summer 2022	Caretaker and SLT	Staff, children and visitors have access to the main building and outside space which caters for mobility issues / wheelchairs. Ramps installed at access points across the school.



Access to Information

Target	Strategies	Timescale	Responsibility	Outcome
Key information translated for parents/carers	Translators or school staff where applicable to help support the sharing of information.	On-going	Executive Head Inclusion Leader	Parents to be able to assess information in their 1 st Language.