



**ST JOHN'S PRIORY SCHOOL**

**ACCESSIBILITY PLAN  
SEPTEMBER 2018-SEPTEMBER 2021**

*St John's Priory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfill their potential*

## **Rationale**

At St John's Priory School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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, race, 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.

## **Objectives**

St John's Priory 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.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which

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remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- School Business Manager
- Site Manager

**The Accessibility Plan contains relevant and timely actions to:-**

- Increase access to the curriculum for pupils with a disability and/or sensory impairment; expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as other 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

The Accessibility Plan will be available from school office and will be monitored through the Full Governing Body with the premises committee leading this area.

### **Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Proprietors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.



Tracey Wilson: Headmistress



Giorgio Mystkowski: Chair of Proprietors

5<sup>th</sup> November 2019

## Improving access to the curriculum

Objective	Action	Resources	Timescale	Budget code/ cost
To ensure that all children can participate in the school curriculum.	Liaise with pre-school providers to prepare for any additional needs or adjustment required for the intake of children into EYFS.  Ongoing identification of children who may need additional support, reasonable adjustments or specialist resources.	EYFS release time  As required	June 2019  Ongoing	
To ensure all staff are confident at making reasonable adjustment to ensure all children in their class fully access all learning experiences.	Up-date staff training regularly on; Dyslexia Autism Hearing Impairment Arrange training as soon as possible prior to any child joining the school with a specific medical condition.	Trainers for specialist areas or delivered in house by SENDCo.	Sept 2019  As required	
To ensure all specialist equipment is fit for purpose.	Audit specialist equipment. Replace and up -grade as appropriate.			

## Improving access to the building

Objective	Action	Resources	Timescale	Budget code/ cost
Maintain safe access around the school	Improve access to year group egress points as part of any playground improvements.  Paths kept clear of overgrowing plants (front of school)	Grounds Team - maintenance of paths/ walk ways.	March 2019  Ongoing as part of scheduled maintenance.	

Maintain safe access around the interior of the school.	Repairs and continual monitoring of central staircase and carpeting to stairs	Regular checks undertaken by caretaker and H&S issues reported directly by all to SBM  Examined in SBM & HT termly site walk	Ongoing	
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### Improving access to written information

Objective	Action	Resources	Timescale	Budget code/ cost
To ensure documentation is accessible for all parents/carers and pupils	Regular review of all documentation; Hard copies School website.	Checklist of good practice – font type and size, colour of background etc.	Half Termly checks	



