

# John Perry Primary School



## Accessibility Plan

At John Perry Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

**Approved by: School Governing Body      Date: 6<sup>th</sup> November 2017**

**Last reviewed on: November 2017**

**Next Review Date: November 2020**

## **John Perry Primary School Accessibility Plan** **2017-2020**

### **Mission Statement**

At John Perry Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We listen to each other and every voice is heard.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for all to achieve and succeed.

We celebrate our achievements, differences and cultural diversity. Together we take pride in making a positive contribution to our school and the wider community.

### **Aims**

- To ensure that all children are given the opportunity to attain their full potential.
- To promote a positive and welcoming atmosphere in which all pupils, parents and staff feel safe, secure and valued.
- To increase the extent to which disabled pupils have access to the school and the whole curriculum.

### **Introduction**

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that 'schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation'.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

The Full Governing Body is responsible for ensuring the implementation and resourcing of the plan, and for reviewing the plan.

John Perry Primary School is committed to providing an accessible environment which values and includes all pupils/carers, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning to allow all children to achieve and participate fully in school life.

John Perry Primary School will challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion.

### **The Physical Environment**

The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access when appropriate.

## **Curriculum**

The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are as equally prepared for life as children without disabilities. As well as teaching and learning, this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

## **Written Information**

The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events.

## **The Current Range of Disabilities at John Perry**

The school has children with a limited range of disabilities, of which the staff and governors are fully aware. When children enter the school with specific disabilities, the school liaises closely with the parents/carers and contacts the Borough professionals for assistance, support and guidance for the school and parents/carers.

For all children that have medical needs, a care protocol is agreed with their parents/carers and school nurse. All relevant staff and other relevant parties are provided with copies. A flowchart (located in the care protocol) gives information about what to do in case of a medical emergency. Pictures of the children with high needs are displayed in the medical room for quick recognition. Each class has a list of medical needs which is quickly available to supply staff.

We have a few children who have asthma and some children with allergies or food intolerances some of these are serious and require EpiPens to be kept on site. It is the parents' responsibility to make sure that medication is in date and provide this for the school.

John Perry have competent First Aiders who hold current First Aid Certificates.

All medication is kept in the First Aid Room near the office, with the exception of some inhalers for children which are kept in the classroom for instant use (a list is located in the office). All medication is kept in a secure place which is easily accessible for First Aiders. Administration of medicine consent forms are filled in by parents outlining the illness and amount of medication required. All medication that is given is recorded. Medication is administered at the discretion of the Head Teacher.

## **Review of the Plan**

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2020.

Target	Actions	Timescale	Responsibility	Monitoring	Evaluation Autumn Term 2018
<b>Develop Robust Monitoring Systems - implement and maintain a monitoring system to support pupils with a disability</b>	Ensure that the Accessibility Plan is monitored annually by the FGB.	Yearly	FGB	HT	
	Maintain a register of children with a disability	On-going	AHT for Inclusion	SLT	
	Monitor patterns of attendance	On-going	AHT for Attendance	SLT	
<b>Increase staff and pupil awareness of disability</b>	Staff Insets, ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and in anticipation of duties.	On-going	AHT for Inclusion	SLT Governors	
	Purchase of resources e.g. books/ resources that promote positive images of disability.	On-going	AHT for Inclusion	SLT	
	ARP to maintain a high profile in main school – ARP Staff to promote work carried out in the ARP. ARP Staff to provide Inset and provide support for Autism Awareness Week (AAW)	On-going	AHT for Inclusion, ARP Manager	SLT	

	To arrange visits, where appropriate to Borough special schools to ensure the ARP is working in line with other	On-going	AHT for Inclusion, ARP Manager	HT	
	specialist establishments.				
	Support parents to raise awareness of disability by organising self-help/support group via monthly meetings.	On-going	AHT for Inclusion	SLT	
	Participate in national fundraising events e.g. Jeans for genes day, and Autism Awareness Week.	On-going	SLT	HT	
<b>Access to the Curriculum - identified areas of need in lesson planning and delivery.</b>	Incorporate Quality First Teaching into all planning.	On-going.	All staff.	SLT Governors.	
	Purchase of resources to increase student participation e.g. ICT hardware/software	On-going	AHT for Inclusion, IT Coordinator	SLT	
	Development of inclusive teaching strategies that enable full participation by all.	On-going	SLT	Governors	

	Ensure pupils receiving treatment for a serious medical condition have access to teaching and the curriculum when at home and have minimal risk of contracting infections.	On-going	AHT for Inclusion	HT	
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	Ensure the individual needs of pupils are met during statutory tests.	On-going	AHT for Inclusion, AHT for Assessment	HT	
	CPD for staff on differentiation / high incidence needs and low incidence needs [as they occur].	On-going	AHT for Inclusion	SLT	
	Advice from outside agencies included in lesson plans for pupils with significant needs.	On-going	AHT for Inclusion	SLT	
	LSAs trained in evidenced based interventions and SEND to support all pupils.	On-going	AHT for Inclusion	SLT	
<b>Access to the Curriculum - prioritise student participation in school activities.</b>	Plan educational visits and activities in consultation with parents/professionals to ensure access.	On-going.	SLT Governors All teaching staff	SLT Governors.	.

	Plan educational visits which will include every child in the class/year group.	On-going	SLT Governors All teaching staff	SLT Governors
	Risk assessments and individual risk assessments for pupils with additional needs, prior to educational visit.	On-going	Group leader	SLT

	Investigate, where necessary, availability of additional support to ensure pupil access in/out of hours activities.	On-going	AHT for Inclusion SLT	Governors
<b>School Policies - ensure all policies consider the implications of Disability Access.</b>	Consider all policies in view of priorities. Policy cycle of review, ensure all policies are compliant with SEND.	On-going.	Governors.	Governors.
<b>School Buildings ensure that access to school buildings and site can meet diverse pupil needs.</b>	Accessibility & clarity of signs around school.	On-going.	SLT Governors.	Governors.
	Awareness of individual needs and independent access.	On-going	AHT for Inclusion	Governors
	Complete a full site accessibility survey including new builds and swimming pool.	Summer Term 2018	SLT and site supervisor	Governors

	Complete a full site health and safety audit	Spring Term 2018	SBM, Governor responsible of Health and Safety, site supervisor.	Governors
	Provide training for additional fire wardens.	Autumn Term 2017	SBM, Governor responsible of Health and Safety.	HT
	Continue to train staff to assist in evacuation procedures especially in	On-going	SBM, Governor responsible of Health and Safety.	HT

	helping the mobility impaired. Additional training may be required in specific cases.				
<b>Classrooms - ensure that classrooms are optimally organised for disabled pupils within current restraints.</b>	Plan classrooms in accordance with pupil needs.	On-going.	SLT	Governors.	
	Organise resources within classrooms to reflect student needs.	On-going	Class Teachers	SLT	
	Purchase of suitable furniture if required.	On-going	AHT for Inclusion	Governors	
<b>Newsletters, Documents and Other Information - availability of newsletters and school documents in alternative formats.</b>	Letters in first language. Use of google translate or similar.	On-going.	SLT IT Coordinator Governors.	Governors.	
	Large print & audio when required.	On-going.	SLT Governors.	Governors.	



	Consider accessibility of texts, emails, group calls and website.	On-going.	SLT Governors.	Governors.
	Ensure parents/carers who are unable to attend school, because of a disability can access Parents' Evenings.	On-going.	SLT Governors.	Governors.
<b>Multi-Agency Working - to establish effective relationships with outside professionals e.g. OT, Physio, Occupational, Speech and Language Therapist etc.</b>	To utilise Local Authority expertise - Inclusion Adviser team in relation to children with disabilities, significant additional needs, Portage, ARPs etc.	On-going	AHT for Inclusion	SLT Governors
<b>Representation - to ensure that disabled children and adults are considered equally with others for posts in the school</b>	To welcome and consider all applications for teaching staff and Learning Support Assistant posts.	On-going	SLT	HT Governors
	To encourage all members of the community to consider becoming a Governor.	On-going	SLT	HT Governors
	To ensure that pupils with SEND are represented on the school council.	On-going	SLT	HT Governors