



St Jude's Church of England Primary School

Accessibility Plan

*Our children
Our St Jude's family
Happy Inspired Loved
The sky is not the limit
Ready for today prepared for tomorrow*

St Jude's Primary School recognises its duty under the Equalities Act 2010 (Schedule 10) to have an Accessibility Plan:

- The School does not unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.
- Does not discriminate against disabled persons who have a physical or mental impairment and that this impairment may have a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities,
- Does not discriminate in the school's admissions and exclusions, and provision of education and associated services
- Does not treat disabled pupils less favourably
- Takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Publishes an Accessibility Plan that is reviewed by the Governors Pupil and Curriculum Committee and the FGB.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the new National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

ACCESSIBILITY PLAN

Targets		Strategies	Timescale	Responsible	Success Criteria
1.	To review all statutory policies to ensure that they reflect inclusive practice and procedures.	To comply with Equality Act 2010.	Ongoing reviewed annually	Governing Body, SLT.	All policies clearly reflect inclusive practice and procedures.
2.	To establish close liaison with parents / carers.	<p>Clear collaboration and sharing between school and families – through regular meetings with SENDCO and classteachers.</p> <p>Clear transition process from Nursery – to reception for SEND pupils.</p> <p>SENDCO meets with SEND parents regularly to share Personal Learning Plans.</p>	Ongoing reviewed annually	H/T all teachers / teaching assistants SENDCO	<p>Clear collaborative working approach ensure children settle quickly.</p> <p>Parents and carers feel well supported.</p>
3.	To ensure full access to the curriculum for all pupils.	<p>Curriculum is reviewed regularly and tailored to inspire all</p> <p>Mastery challenges in place for all children</p> <p>Manipulatives available to support all children</p> <p>Bespoke CPD to support SEND pupils: Training for teaching assistants and teachers</p> <p>Use of interactive ICT equipment e.g. iPad linked to IWB.</p>	Ongoing reviewed annually	SENDCO Educational Psychologist CAMHS support worker SLT and CT	<p>Strategies evident in classroom practice ASD / ADHD / SEND pupils accessing curriculum and achieving well.</p> <p>Pupil voice indicates that all learners are engaged and enjoying learning.</p> <p>School has been awarded Communication in Print Award.</p>

		<p>External agency support is fully utilised including: Occupational therapy/SALT/EP/CAMHS/Larkhall/Sensory Support Services.</p> <p>Creating positive images of disability within the school – implementation of Playdegogy Scheme.</p> <p>Annual Environmental Assessment by Lambeth SALT.</p>			
4.	To ensure all with a disability are able to be involved in school life.	<p>Ensure access plans are part of target process for pupils.</p> <p>Ensure access needs of staff and governors are met.</p> <p>Educational School visits are planned with an inclusive approach and adaptations are included in risk assessments.</p>	Ongoing reviewed annually	H/T teaching / non-teaching staff	Enabling needs to be met where possible.
5.	To review attainment and progress of all SEND pupils.	<p>SENDCO/class teacher meetings/Pupil progress meetings.</p> <p>Data analysis using Target Tracker.</p> <p>CT observations and assessments.</p> <p>Regular liaison with parents / carers.</p>	Termly	Class teacher; SENDCO	<p>Progress being made towards targets.</p> <p>Provision map shows clear steps and progress made.</p>

6.	Health needs closely monitored – severe asthma, diabetes, epilepsy, mobility issues, etc.	<p>Health Plans in place in liaison with parents / carers and school nurse.</p> <p>All medication labelled, in central location, expiry dates monitored.</p> <p>Annual EPI PEN training for all staff.</p> <p>Names of children with allergies/medical needs circulated – staffroom, kitchen and supply teacher information.</p> <p>First Aid training for identified staff.</p> <p>Safeguarding training for all staff.</p>	Ongoing reviewed annually	H/T, SENDCO Teachers First Aiders School nurse	All medical needs of pupils and staff are met fully within the capability of the school – through the administration of medicines policy.
7.	Assess around school is safe	<p>Health & Safety walks – HT, PO conducted regularly</p> <p>Liaise with Mobility Officer at Lambeth Sensory Support Services to ensure school is accessible and safe for visually impaired children and make adjustments accordingly e.g. have added yellow lines to mark outside areas around Reception classroom</p>	Monthly	H/T and PO H and S governor, SENDCO	Annual Health and Safety Audit meets requirement. (Silver Award met in 2016)

8	To ensure new Food Tech/Music room is an accessible space for all to use.	<p>Room designed with excellent accessibility – design incorporated carpet and room divider added to suppress noise levels between areas and offer up a new safe space for children to access.</p> <p>Increased access to disabled toilet within the block.</p>	Ongoing – usage reviewed termly	<p>Governing Body, SLT.</p> <p>KG Doodles Team</p>	Food Tech/Music room is accessible and used effectively by all children.
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