



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*

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St Jude's provides all pupils with a broad and balanced curriculum, planned and delivered to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

These include its collaborative work with:

- ✓ The Windmill Cluster of Schools
- ✓ The SDBE and Church of England School Partnership
- ✓ The Lambeth Schools Partnership

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment (which may include SEND) that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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> <p>Provision of EHCPs is carefully planned and adjustments made to the school premises when necessary. (For example yellow tape on steps)</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> <p>School premises have adjustments in place to support children with disabilities.</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:</p>	Ongoing reviewed annually	SENDCO Educational Psychologist CAMHS support worker SLT and CT	<p>Strategies evident in classroom practice ASD / ADHD / SEND /EAL pupils accessing curriculum and achieving well.</p> <p>Pupil voice indicates that all learners are</p>

		<p>Training for teaching assistants and teachers.</p> <p>Use of interactive ICT equipment e.g. iPad linked to IWB.</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 – for example using the Playdegogy Scheme.</p> <p>Annual Environmental Assessment by Lambeth SALT.</p>			<p>engaged and enjoying learning.</p> <p>School has been awarded Communication in Print Award.</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, visual impairment 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.	Access 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 classrooms.</p>	Monthly	H/T and PO H and S governor, SENDCO	Annual Health and Safety Audit meets requirement. (Gold Award met in 2019)
8	To ensure renovated 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	Governing Body, SLT. KG Doodles Team	Food Tech/Music room is accessible and used effectively by all children.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the PAC Pupil Achievement and Curriculum committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and Inclusion Policy
- Supporting pupils with medical conditions policy

Policy History

Date Reviewed by governors	16 th March 2021
Next Review	March 2024

This policy has been agreed by the governing body of St Jude's School on **19th March 2021** and supersedes all previous policies relating to this area.

Chair of Governors: Mrs Geraldine O'Brien

Signed: *Geraldine O'Brien*

Date: 16th March 2021