

Accessibility Plan

Our vision is: "to be a school where every child is valued as a unique individual created in the image of God, where everyone has equal opportunities and where teaching and learning are of a consistent high standard."

Summary of our school vision: *'Every Child, Every Opportunity, Every Day'*

We aim to provide the foundation on which children can grow, enabling them to move on to the next stage of their lives, confident that, in the words of St. Paul:

"I can do all things through Christ who strengthens me" Philippians 4:13

1. 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 - *'Every Child, Every Opportunity, Every Day'*. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

We have included a range of stakeholders in the development of this accessibility plan, including

- **SEND Lead**
- **SEN Governor**
- **Headteacher**
- **Feedback provided by outside agencies such as OT and Physio**

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. School context

St John’s Highbury Vale is a one form entry primary school. There are three buildings: Victorian building is located on two floors with two classrooms on the first floor. The modern buildings house other classrooms and rooms that are on the first floor. There is a ramp from the main entrance to the school into the playground. The school has a designated Early Years playground and a sports pitch. The school has a disabled toilet but no shower facilities. A permanent cover was built over the EY playground/classroom space in 2013.

St John’s Highbury Vale aims to...

- embrace and continue the partnership between the school and home
- offer to each member of the school community the opportunity to grow in knowledge fostered through the Christian vision, values and guidance
- ensure that every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- ensure that pupils will be helped to appreciate that they are members of the wider community in its richness and diversity
- ensure that its curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values

Accessibility action plan			
Target	Action	Timescale	Cost
To increase the provision for children with sensory needs.	<ul style="list-style-type: none"> • Seek external support with meeting pupils needs with sensory concerns • Use external and internal training to improve sensory provision • Increase sensory equipment within school to support pupils individually and also educationally • Work in partnership with parents and external specialists to improve individual children’s needs • Provide training for school staff of how to meet sensory needs of children • 	On-going over the 3 years, depending upon pupils requirements	
Improve the lines of communication between all children within STJHV.	<ul style="list-style-type: none"> • External Makaton for key members of staff • Staff CPD to share Makaton communication, so all staff members can use Makaton when required • Key pupils to use Makaton when required to communicate • CPD of support staff using external training linked to specific children’s needs and sharing with STJHV staff. • To introduce a new PSHE scheme to educate all pupils on differences, 	Summer 2019 Ongoing training over the next 2 years to embed	

	<p>ensuring the understanding of individual needs.</p> <ul style="list-style-type: none"> • Support staff with alternative ways to communicate in the classroom to support specific pupils 		
<p>To increase the opportunities for all pupils to participate in wider curriculum subjects / events</p>	<ul style="list-style-type: none"> • Review the PE curriculum to ensure all year group topics are appropriate for all children. • Train and support staff with adapting lessons for specific pupils, so they meet their potential in all classes. • Use different locations to teach foundation lessons, where space is more available and resources can be amended to meet the children’s needs • Participate in external events that focus upon children with high needs 	<p>Summer 2019</p> <p>Ongoing training over the next 2 years to embed</p>	

Management, coordination and implementation

This plan will be reviewed every three years by the Head and the Inclusion Manager (but may be amended during this time as and when applicable). This plan should be read in conjunction with the school’s Equality Document. The implementation of this plan will be led by the Head and the Inclusion Manager.