

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.

Last Approved September 2021– To be reviewed every 3 years

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

- **SEND Lead**
- **SEN Governor**
- **Head of School**
- **Feedback provided by outside agencies such as OT, Speech and Language Therapist and other outreach units.**

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.

Since the last review of the plan, where the increase of provision for children with sensory needs was a focus, the school has had a sensory room installed. This room has a number of balancing objects, special fibre optic lights, soft mats, bubble tubes and sensory toys included. We have also had a sensory circuit painted on the whole school playground so that it is accessible throughout the day, as we were occasionally finding the pop up circuit we provide in the school hall could sometimes not be run due to other commitments. The school staff have been trained by the Bridge Outreach team around sensory input for children who need it, and how those strategies can also be applied to the whole class.

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

Last Approved September 2021– To be reviewed every 3 years

- 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 ensure that the curriculum is diverse and representative of the various cultures that reside at St John's	<ul style="list-style-type: none"> • Begin the journey of starting the process to becoming a Rights respecting school. • Apply the UN rights for the child to the school curriculum, ensuring it is embedded where possible. • Rights Respecting school will support work around charities, understating of global issues and the schools behaviour system. • Work with the Black Curriculum team to review the schools current curriculum and ensure opportunities for various cultures to be represented • Begin applying for the Arts Marks Award to help promote arts from various cultures throughout the school curriculum. 	On-going over the 3 years, depending upon pupils requirements	
Further develop the differentiation in all teaching in order to support the learning and development of SEND pupils	<ul style="list-style-type: none"> • Work with teachers to look at differentiation in all subjects, to ensure all children can fully engage in lessons and therefore make progress. • Appropriate training by external professionals. • In house peer observations and sharing of good practice. 	Summer 2019 Ongoing training over the next 2 years to embed	

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.