



**Sherborne St. John
Church of England
Primary School**

Accessibility Plan 2023-2026

Introduction

The Accessibility Plan is structured to compliment and support the school's Equality Objectives and this document should be read alongside the school Equalities Plan.

The Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools, Early Years providers, Post 16 Institutions and Local Authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. The duty is anticipatory – it requires thought to be given in advance to what disabled children and young people may require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including FE institutions, LA Maintained schools, Maintained Nursery Schools, Academies and Free Schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled, non-disabled children and young people. They must publish information to demonstrate their compliance of this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. (SEND Code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of practice 2014)

The Accessibility Plan

The Accessibility Plan is listed as a statutory document in the Department of Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Sherborne St John C of E Primary School, the plan will be monitored by the Headteacher and the relevant Governors' committee (Finance and Facilities).

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Current Good Practice

We gather any information about any disability or health condition in early communications with the parents and carers of children that are new to the school. For parents and carers of children who are already at the school, we ask parents to keep us informed of any changes to the information that they have provided.

Through planning for individual need, we aim to produce as inclusive an approach as is practically possible. All reasonable adjustments are made to support full involvement and access to the curriculum and we seek advice and support from relevant professionals when necessary, to ensure that we have made adequate and reasonable adjustments.

Sherborne St John C of E Primary School has identified the following points for action as part of its ongoing Action Plan/School Improvement Plan, in order to achieve the key objective:

- **Delivery of the curriculum:** School staff will continue to make the curriculum accessible to all pupils and they are aware of its importance. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- **Physical environment:** The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- **Provision of information in other formats:** The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The action plan below sets out our provision and ongoing actions.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To increase the extent to which disabled pupils can participate in the school curriculum	<p>Ensure LSPs are deployed effectively to support pupil participation.</p> <p>Out of school experiences are planned for with consideration of the needs of disabled pupils.</p> <p>Ensure appropriate resourcing for pupils with additional needs.</p> <p>To buy a portable induction hearing loop.</p>	Ongoing	Headteacher SENCO Teachers	All pupils will access the full breadth of the curriculum suitable to their needs and stage.
To ensure communication methods meet the needs of the parent community.	<p>Use Hampshire and EMTAS resources for translation support.</p> <p>Respond to feedback about formats of communication as appropriate.</p>	Ongoing- as required	Headteacher	All parents will have the information they need in the format that they need as best as is practicable.

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To improve the physical environment of the school	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</p> <p>To review the need for a visual alarm in accessible toilet.</p> <p>When toilets are next refurbished, consider adding an ambulant disabled compartment.</p>	Ongoing- as required	Headteacher	Needs within the physical environment will be met.
To ensure that the medical needs of all pupils and staff are met fully within the capability of the school	Parent questionnaires, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing- as required	Headteacher Admin team	School will be aware of all medical needs of pupils and ensures they are met
To ensure that pupils with allergies to	Risk assessments will be provided for all activities	Ongoing- as required	Headteacher Admin team Teachers	Children with allergies will take part in all

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specific food types are both included in lessons involving food and their needs are provided for. All risks are assessed rigorously.	on and off site involving food. Key food types e.g. nuts are not permitted in school.			activities after adjustments have been made.
To ensure that disabled parents have every opportunity to be involved and that close liaison is maintained	<p>To support with parking issues outside of school, liaising with appropriate external authorities as appropriate.</p> <p>To communicate regularly with the parent body about supporting all parents to be involved in the life of the school.</p> <p>To work with disabled parents to understand their needs and requirements and make appropriate arrangements where needed.</p>	Ongoing- as required	Headteacher	All parents will feel that they have the opportunity to be fully involved in the day to day life of school.
To identify pupils who may need adapted or additional provision	<p>Liaise with pre-school providers to prepare for the new intake of children to Foundation Stage each year.</p> <p>To ensure tours of the school take place and arrangements are made to meet new families before</p>	Ongoing- as required	Headteacher Admin team	<p>Staff in school will be prepared and able to make necessary arrangements to support pupils who need additional or different provision.</p> <p>Pupils will start school with the support they need.</p>

Targets	Strategies	Timescale	Responsibilities	Success Criteria
	<p>starting with us in order to understand any adaptations to the curriculum, resources or environment that are needed.</p> <p>Personal Evacuation Plans (PEEPS) are written for pupils needing support in an emergency.</p>			
To comply with the Equality Act 2010	To review policies to ensure that they reflect inclusive practice and procedure	Ongoing- as policies are reviewed	Headteacher Governing Body	All policies will reflect inclusive practice