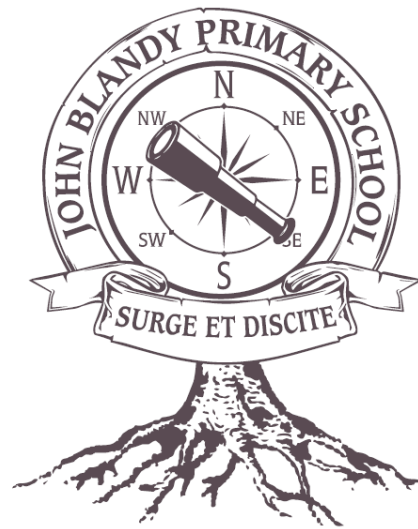


John Blandy Primary School



Belong. Believe. Brilliant.

**Access Plan
2021-2024**

John Blandy Primary School Access Plan 2022-2025

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils with a disability that they have: - total access to our setting's environment, curriculum and information and - full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report. (Please see separate policies)
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010

- Our setting
 - recognises and values the young person’s knowledge/parents’ knowledge of their child’s disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents’ and child’s right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Our Aims

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school’s plan will be in the following areas:

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled;
- increasing the extent to which disabled pupils can participate in the school curriculum;

Physical Access

| Objective | Strategies | Action by whom and when | Monitoring by whom and when | Cost |
|---|--|---|--|--|
| To ensure that there are no physical barriers to access for pupils or staff with disabilities | <ul style="list-style-type: none"> • Review fire evacuation procedures in line with PEEPs where necessary • Teachers with children with disabilities to inform SENDCo if any issues of access or mobility arise. • Ensure all premises are easy to access for all, making alterations / adaptations when necessary. • Undertake reasonable adjustments where necessary to ensure that there is access to all | <p>H and S governor x 3 a year at Resources committee meet</p> <p>At Provision reviews x 3 a year</p> | <p>HT in line with health and safety policy</p> <p>Ongoing</p> | <p>Access Audit to ensure all areas can be accessed.</p> <p>Cost to make adjustments where necessary to allow access</p> |

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|--|--|--|------------------------|---|
| | <p>areas within both the original and the Rainbow Building</p> <ul style="list-style-type: none"> Undertake fire evacuation training where necessary including Evac training | | | Training for Evac chair and training costs. |
| To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment, as and when appropriate, specific to individual children, including classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc. | <ul style="list-style-type: none"> Establish whole school system of identifying children with physical difficulties – termly staff meetings. Teachers to review children’s seating positions with consideration to changes to noise in classrooms, (e.g. open window, air conditioning units, fans), lighting (too much light/light level too low) | Termly review of children needing access arrangements. Class teachers | SENDCO | None |
| To ensure children with disabilities have appropriate equipment to access their learning | <ul style="list-style-type: none"> School to purchase any additional furniture/equipment needed such as: overlays, writing ramps, ear defenders Individual chrome books available for use | SENDCo | SENDCO/HT | Possible costs if new equipment needed |
| To provide children with disabilities areas to work which will reduce noise, distraction | <ul style="list-style-type: none"> Establish work stations in the classroom for those children requiring 1:1 support Create areas outside of the classroom conducive to learning and supportive of individual needs. | Class Teachers SENDco | Head Teacher SENDco | Costs |

Access to Information

| Objective | Strategies | Action by whom and when | Monitoring by whom and when | Cost |
|---|--|-------------------------|-----------------------------|------|
| To enable parents with IT/Learning difficulties to access information sent from | <ul style="list-style-type: none"> To identify parents who have IT access difficulties. | Head Teacher | HT and SLT | None |

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|---|---|--|----------------|-------------|
| <p>school, e.g class letters, newsletters, providing Parentmail where possible.</p> | <ul style="list-style-type: none"> • To identify parents who have learning difficulties • Head to meet with identified parents and discuss and concerns/problems they have with accessing information. • Establish a school system for recording if a parent has a disability or difficulty accessing information. • Head to keep note of parents preferred method of communication and report back to Class Teachers. • Head to liaise with office staff about alternative methods of communication | <p>Head /Office staff/teacher to review new admissions – Term 6 each year</p> <p>Headteacher/Office/Teaching staff to liaise with parents to ensure they receive school communication eg: verbally</p> | | |
| <p>To ensure all parents, especially those who are unable to come to school because of physical difficulties, can easily access information about school policies, homework and specific data relating to their child on-line</p> | <ul style="list-style-type: none"> • Policies to be published on website • Class teachers to ensure homework is published on a weekly basis, with clear instructions to help children. • Use of Google classroom and website | <p>Subject Leaders Class Teachers</p> | <p>HT</p> | |
| <p>To ensure parents of children with SEND have access to relevant information about where to access help and support, both from school and from external agencies</p> | <ul style="list-style-type: none"> • Establish a named adult register and inform parents formally about who they can talk to about the needs of their children. • Use of home school link worker to support children and families. • Provide parents with information regarding support networks or leaflets as it becomes available for individual needs. • Teachers to provide information to parents as Pupil progress review meetings and parents’ evenings | <p>SENDCo</p> <p>Class Teachers</p> | <p>Ongoing</p> | <p>Time</p> |

Access to Curriculum

| Objective | Strategies | Action by whom and when | Monitoring by whom and when | Cost |
|---|---|--|-----------------------------|------------------------------------|
| To meet the range of children's needs with SEND across the school | <ul style="list-style-type: none"> • To access outreach support, when required, to work with individuals who have specific SEND needs. • To provide updates and training for staff regularly when a child with a new and different needs enters our school • Increase TA provision as necessary to meet the wide range of needs • To ensure early identification of children with SEND in order to develop a more proactive approach to provision • To meet with parents to discuss early identification, recognising the need for sensitivity • SEND review meetings x3 a year | <p>SENDCo in conjunction with Class Teachers</p> <p>SENDCo</p> <p>SENDCo</p> | HT, SENDCo and Teachers | Cost of staff training when needed |
| To increase awareness and understanding of dyslexia across the school | <ul style="list-style-type: none"> • All staff receive dyslexia training • Make staff aware of Intervention programmes that can be used for children with Literacy difficulties • Meet with parents who have dyslexia to raise their awareness and understanding of how they can support their children • All staff to access resources from SENDCo if children have Literacy difficulties or dyslexic tendencies • Provide teachers with dyslexia checklist for children they have concerns about • SENDCO to advise teachers and TAs about programmes to use | <p>SENDCo</p> <p>Termly</p> | Ongoing | Cost of staff training when needed |
| To remove barriers to learning for children with SEND | <ul style="list-style-type: none"> • Staff to attend dyslexia training • Staff to attend Autism training • Staff to attend courses provided through FLT | All staff | Ongoing | Cost of staff training when needed |

| | | | | |
|--|--|----------------|---------|-------|
| Ensure effective working space for SEND children | <ul style="list-style-type: none"> Adapt and improve intervention room ensuring it is fully resourced and time-tabled | Class Teachers | Ongoing | Space |
|--|--|----------------|---------|-------|

Current Position – April 2022

Main Building

The School can provide access for pupils using wheelchairs within the building. There is a step into many classrooms, however, the main entrance reception area, doors into reception have a lowered step and there is a ramp through double doors into the library area and a ramp through a single door into the KS1 area. Within the EYFS area, there is a wide gate entrance. There are 3 sets of double doors, with a lowered entrance enabling access for all children.

There are no internal steps currently within the main building.

Toileting Facilities

There is a disabled toilet for both children and staff to use.

Rainbow Building

As you approach the Rainbow building there is a slow incline ramp into the building. In the Rainbow building, we have wide, main doors into the building, with a low step which a wheelchair can transfer over. Within the building, internal doors can be kept open. All doorways and fire doors are wide enough to accommodate a wheelchair. Within the Rainbow building, we have a lift enabling access to the top floor of the two-storey building. Volunteer staff would undertake EVAC training and an EVAC chair would be purchased if the need arose for a child or member of staff with a disability was located in the upstairs of the Rainbow building. There is a hearing loop within the ground floor room nearest to the original building.

Toileting Facilities

There is a ground floor disabled toilet.

Playground and grounds

There are steps to the KS2 playground. The KS1 area is accessible and available for all pupils and staff.

Field area is accessible to all children and staff.