



St John Fisher RC Primary School Accessibility Plan 2018-21

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Accessibility Plan 2018-2021

Introduction

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the 2010 Equality Act.

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

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

Attached is an action plan, (see table) showing how the school will address priorities identified in the plan.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three-year period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. St John Fisher Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Information about our Accessibility Plan will be published on the school website.

The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter

Target	Tasks	Timescale	Responsibility	Monitoring
<p>Curriculum Access:</p> <p>Ensure improvement in access to the curriculum.</p>	<ul style="list-style-type: none"> ▪ Audit teaching resources to ensure that adequate resources are in place to support pupils who may require it e.g book stands, pencil grips, modified print texts, visual timetables, overlays for texts, reading rulers etc. 	Ongoing	<p>SENCo</p> <p>Class teachers</p> <p>Senior Management Team</p>	<p>Evaluation of SEN support plans</p> <p>Liaison with outside agencies e.g. Eps, LBL team, speech therapist.</p> <p>SENCo to meet with parents</p> <p>Class teachers to meet with parents.</p>
<p>Curriculum Access:</p> <p>Develop inclusive, quality first teaching</p>	<ul style="list-style-type: none"> • Regular training for teachers on differentiating and personalising the curriculum for pupils with additional needs 	Ongoing	<p>SENCo</p> <p>Class teachers</p> <p>Senior Management Team</p>	<p>Planning scrutiny</p> <p>Learning walks</p> <p>Staff meetings/training</p>
<p>Curriculum Access:</p> <p>Appropriate use of specialised equipment to benefit individual pupils and staff.</p>	<ul style="list-style-type: none"> • Reasonable Adjustments in the Classroom Checklist to be shared with staff as appropriate. • Commit to provide appropriate ICT resources to meet pupil need. 	In place and ongoing	SENCo	Governors
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Ensure school activities are accessible to all students. ▪ Consider hosting an area event for partner schools e.g. wheelchair basketball, inclusive sports. 	Ongoing	<p>Governors</p> <p>SENCo</p> <p>Senior Management Team</p>	Governors
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies 	Ongoing regular review	<p>Senior Leadership Team</p> <p>Deputy Head</p>	Governors
<p>Premises</p> <p>Increase site access to meet diverse needs of</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Review/update/ improve signage of evacuation procedures, internet safety, fire drill etc 	Ongoing regular review	<p>Business Manager</p> <p>School Council</p>	Governors

Target	Tasks	Timescale	Responsibility	Monitoring
pupils, staff, parents and community users.	<ul style="list-style-type: none"> ▪ Review new signage of room functions. ▪ Review step to classroom and use of ramp. 			
Attitudes To promote positive attitudes to disability	<ul style="list-style-type: none"> ▪ Review PSHE/RE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Items for newsletter highlighting achievements of pupils with disabilities as appropriate. 	Ongoing regular review	PSHE/RE lead Head teacher Inclusion	Pupil questionnaire Parent questionnaire Governors
Home-school communication Continue to develop relationships and communication.	<ul style="list-style-type: none"> ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Parent volunteers/staff list for spoken and written offers to translate to parents. ▪ Parents and PTFA work actively in school to run after-school clubs and support the school at different events. ▪ Parent workshops run to support the parents with their child's learning at home. 	Ongoing regular review	Head teacher Admin Officer Deputy Headteacher EAL co-ordinator	Parent workshop registers analysed. Records of occasions where translation is needed and what language.
Emotional needs Develop the quality of provision for children with specific emotional needs	<ul style="list-style-type: none"> • Develop the use of additional quiet spaces within school for pupils with additional needs including the dedicated nurture room and sensory room. 	Ongoing regular review	SENCO / ELSA	Governors