

St. John's C.E. Primary School

Accessibility Policy

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life including education. It is unlawful for a school to treat disabled people unfavourably.

Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include; direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions.

In addition the Special Educational Needs (SEN) Code of Practice gives practical guidance on how to identify and assess children with Special Educational Needs. Since 1 January 2002 Local Educational Authorities and schools have been obliged to take account of this Code.

St. John's Primary School comprises a main single storey building with a second storey staff area over part of the main entrance/office. There are internal steps leading to this part of the building and a separate flight of steps down to the cellar. The building has ramps at all entrances. A wet room/disabled toilet is situated near the main entrance to school. All doors comply with fire regulations. All classrooms have access from the main corridor. Foundation Stage and Year One classes also have access to secure outdoor areas. Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises.

St. John's Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

The Staff at St. John's Primary School value pupils of different abilities. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by:-

- setting suitable learning challenges, including individual education plans (IEP) and individual behaviour plans (IBP)
- responding to children's diverse learning needs
- overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of Information and Computer Technology (ICT) and visual aids

- involving outside agencies as necessary
- ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs

When planning their work, the staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies. Support staff are deployed according to individual pupil's needs. Training is given to teachers and teaching assistants to teach and support pupils with a disability.

Monitoring of progress will be carried out by class teachers, the Headteacher, Literacy, Numeracy and SEN Co-ordinators as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

Most written information is presented in different formats to make it accessible. This includes:

- differentiation of class work and homework tasks
- visual presentation of information and timetables
- use of appropriate fonts and font sizes.

Linked policy documents

- SEN Policy
- Equality Policy
- Admissions Policy