



St. John's C.E. Primary School

Poplar Street
Heaton Mersey
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Policy for: Accessibility

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Statement of intent to enable access for all

This plan outlines the proposals of the governing board of St Johns CE Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and,
3. Improving the availability of accessible information to disabled pupils.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the following bodies:

- Parents of pupils
- Employees
- Governors
- External partners

These proposals will be delivered within a reasonable timeframe, in ways which are determined after taking into account pupils' individual needs and disabilities, and giving proper consideration to the views of parents and pupils.

Signed by

_____ **Headteacher**

Date: _____

_____ **Chair of Governors**

Date: _____

Next review date: Spring 2027



The following plans and objectives were identified following an audit of St John's Universal Provision, based on the Stockport Entitlement Framework

At St John's CE Primary School we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.

We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

Since September 2002, Governing Boards must fulfil three key duties towards disabled pupils, as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4). These are summarised as follows:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

“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”

Planning Duty 1

Governing boards should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Current Good Practice and Practice which is Under Development	Action to be taken and resource implications	Who is responsible?	Date to complete actions by	Outcome criteria	Review
Short Term	All teachers have had Adaptive Teaching training and are continuing to develop their knowledge and practice. Support Staff are to receive further training on: Adaptive Teaching; and, strategies for effective Scaffolding from our School Inclusion Teacher (LJL). Not all children with SEN or disabilities have consistent access to adaptive technology to support their learning.	All teaching and support staff to access Learning Leads training on Adaptive Teaching. Support staff to be released in order to have access to this training.	EM to co-ordinate training by LJL. EM to signpost staff to refresh training on Learning Leads. EM and ES to review the provision of IT equipment for pupils with additional needs in support of their continuing development.	July 2024	Teachers and support staff are aware of the various needs in their classrooms and how to use Adaptive Teaching strategies and practices to create Inclusive teaching and learning environments where all children can thrive. This will be seen, for example, in increased use of adaptive technology, use of task planners, use of visual aids, deployment of staff to support learning with appropriate scaffolding.	
	Children at St John's benefit from an adapted curriculum, using resources tailored to individual and whole-class needs, and to include	Teachers to continue to ensure that the curriculum is appropriately adapted and resourced for all children, and to increase the range of resources used which	Inclusion Team	July 2024	Children are able to access the curriculum and to have their needs met. A diverse range of needs is represented in the books and	

		diverse representation.	show examples of people with disabilities.			topics that the children are exposed to at St John's.	
		All curriculum areas have a graduated response to ensure that all learners can make progress.	Curriculum leaders to revisit their guided response documents in order to update them and ensure their relevancy. Curriculum leaders to share and disseminate their updated graduated response documents.	Curriculum leaders	July 2024	All curriculum areas continue to have a graduated response to ensure that all learners can make progress in every subject, reflecting any new schemes of work or changes to the long term planning for the academic year 23/24.	
		Children on our SEND Register for cognition and learning are not currently having their progress tracked using the Stockport Assessment Grids. Staff should be encouraged to utilise our 1 Page Profiles to capture an accurate picture of day-to-day learning for our most vulnerable children, and to share with parents.	Co-produced One Page Profiles should be used by all staff to support the need within their class (whether or not the child is on the SEND Register) when a need is identified. All staff will receive training in how to use the Stockport Assessment Grids in order to track small steps on progress across the curriculum for those children who are working at a level significantly mis-aligned with their age related expectations.	EM to provide staff meeting training on One Page Profiles. EM will deliver a staff meeting to support the implementation of the use of Assessment Grids for SEND	Embedded by July 2024	All children are able to access the curriculum with appropriate adaptations, which are recorded and reviewed in line with the graduated response, using One Page Profiles while necessary, and SEND Support Plans for those with a specific need. All children on the SEND Register for Cognition and Learning will be able to track progress using small steps of progress on the Assessment Grids.	
	Medium term	Staff have previously had training in Dyslexia friendly teaching and learning strategies. Teachers will revisit and reflect on the success of these approaches in their	Training on Restorative Approaches, Dyslexia strategies, metacognition, OT as the need is identified	EM	July 2025	All classrooms are Dyslexia friendly	

	classrooms and training will be sought for those who identify that they need additional support based on their cohort.					
Long Term	Adaptive teaching strategies may evolve and best practice may change. All staff should be aware of new theory and strategies to support our learners in an inclusive environment.	Ongoing, through Staff Meetings and access to best practice CPD.	SLT & Inclusion Team	July 2026	St John's is a school where every child has access to the full curriculum in a truly inclusive way, regardless of any SEN or Disability which creates a barrier to their learning.	

Planning Duty 2

Governing boards should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Current Good Practice and Practice which is Under Development	Action to be taken and resource implications	Who is responsible ?	Date to complete actions by	Outcome criteria	Review
Short Term	Staff have embedded the consistent use of visual timetables across school. Staff have access to Widget and can use this resource for SEN and Disabled children to help them navigate and understand the physical environment in school and particularly with transitions around the school.	Continued use of visual timetable in all classrooms. Use of Widget to create resources to support children in physical environment as needed.	Class Teachers	July 2024	Visuals are used by staff at St John's to support children in the physical environment.	
	Most displays in school are clear and reflect different backgrounds, disabilities, cultures and faiths.	Continue to ensure that signage and displays are inclusive and accessible/useful to all learners regardless of any difference, disability or barriers to their learning and	All Teaching Staff	July 2024	Displays are clear and reflect cultures, disabilities and faiths.	

		enjoyment of school life.				
Medium Term	Sensory and physical needs are responded to. Our building is a new build, is compliant with building regulations, and has adaptations to support our most vulnerable children and staff (for example, we have a lift as well as stairs).	<p>Use resources, or ask to purchase as required. Consultation with OT as needed.</p> <p>This will be continuously revisited and updated depending on the needs within our school at any given time.</p> <p>As the need arises, consider available adaptations, for example: low level access to office desks for staff, adjustable cooking equipment in STEAM Room for wheelchair users; hoists; wheelchair accessible play equipment, etc.</p>	EM	July 2024	<p>Children who need them have fiddle toys and access to other tools/strategies which are recommended.</p> <p>All appropriate staff have up-to-date first aid training, Team Teach and manual handling training to enable our school community to properly support our children with SEN and disabilities in the physical environment.</p> <p>With every new intake of children, the physical environment at St John's is examined, and needs are appropriately responded to.</p>	
Long term	Social Stories and Social Situations are used by staff to support children with SEMH in the physical environment. Support for social and emotional development is provided, including during break times.	Ongoing grouping for social and emotional development in the physical environment, as well as learning.	EM and all teaching staff	July 2026	Social and Emotional needs are supported with access to groups and adult-led activities so that all children are confident and feel safe in our physical environment.	

Planning Duty 3

Governing Boards should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Current Good Practice and Practice which is Under Development	Action to be taken and resource implications	Who is responsible?	Date to complete actions by	Outcome criteria	Review
Short Term	At St John's we use a range of communication methods with our community. Large size print can be provided for those who require it. Alternative communication streams should always be offered to those who require it.	Continue to monitor the use of communication streams and adapt as required based on the needs of families joining St Johns.	All teaching staff	July 2023 and thereafter reviewed as needed	Our whole school community has easily accessible information about our school, and can be kept up-to-date with any changes, plans or necessary information affecting them.	
	Families are able to communicate directly with our school SENDCo via email, telephone conversation pre-arranged in the school office, and one-to-one meetings. We operate an open-door-policy in terms of access to the school SENDCo for advice.	Consider the value of a dedicated SEND email address for all enquiries relating to SEND. Ensure that families feel safe and welcome to approach SENDCo for advice and support.	EM	July 2024	Parent Voice confirms that families who have established SEND needs, or who wish to explore support that they may need, feel safe and welcome to contact our SENDCo, and feel supported.	

	All of our SEND Support Plans and One Page Profiles should always be effectively co-produced. Children play an active role in co-producing their SEND targets	Continue to reflect on our SEND Support Plans and review process to ensure that we are using co-production. LJL will audit our SEND plans and review process. EM will feedback to staff and continue to monitor SMART targets.	EM/All Staff	July 2024	All of our SEND Support Plans and 1 Page Profiles are co-produced, and children play an active role in identifying and monitoring their own targets.	
	St John's does not currently offer a regular dedicated time with the school SENDCo, or a SEND update.	EM to consider introducing a termly SEND coffee morning. EM to disseminate monthly Stockport SEND newsletter to relevant families.	EM	July 2024	Families feel informed regarding Stockport's Local Offer, and understand how SEND works at St Johns.	
Medium Term	At St John's we celebrate our multi-cultural community. Some families may require access to a translator at key points such as during reviews of legal documents such as EHCPs.	To register with the EDS translator service and create a constantly updated list of families who may, at some time, require the assistance of a translator.	EM/ES	Ongoing	Families at St John's have the same access to information during key review meetings as families without any language barrier.	
Long term	Monitoing	Listen to the family voice Encourage families to speak directly to services Explain the Local Offer		Ongoing	Parents/carers voice shows they are accessing services	

Reviewed Outcomes from 2020 – 2023

Planning Duty 1:

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Adults don't always pre-teach vocabulary prior to a topic – using learning word wheel (available on learning leads)	Pre-teaching vocabulary	DM/CT/TA	July 2021	Children have key vocabulary to help understand principles of the topic	Monitoring of teaching & learning evidences that teaching and vocabulary is high profile across the school , e.g., identified in knowledge organisers and displayed in working walls and vocabulary development displays
	First language assessments not always carried out to inform next steps	Passing out first language assessment details to all teachers + training around their use	DM/CT/TA	July 2021	Teachers have a knowledge of the language development of their children and can report these developments at pupil progress meetings	Partnership with EDS teacher Sarah Beardwood
	All understand agreed time-out systems, which are clearly explained and taught to children	Teach children specific strategies eg timeout how to take it and when you may.	DM/CT/TA	July 2021	Children understand when and why they have time-outs and they do this.	Strategies included in SEND Support plans, included in graduated responses – targeted support

Medium term	To allow greater flexibility around provision and meeting need	Provision maps with more frequent reviews but SEN support and EHCs continued to be reviewed more formally termly	DM/CT/TA	July 2022	Provision maps are created that allow teachers to quickly draw up a plan and allow for clear evaluation	Reviews now occur three times a year – updated format
	Dyslexic friendly teaching and learning strategies are used, including positive marking, as are restorative approaches and approaches to learning + OT	Training on Restorative Approaches, Dyslexia strategies, metacognition, OT	PR/ DM/CT/TA + LSS /OT/SSS/BSS	July 2022	Training carried out and followed and it is measured for impact	CPD provided – requires further development
Long Term	Differentiated objectives are not always used to meet needs Planning indicates next steps in learning and development	Discussions around differentiation and what that means for us Links to prior knowledge in the children’s learning	SLT/CT/TA	July 2023	Differentiation is agreed and followed Clarity in teaching and learning over links to prior knowledge	Staff training on moving away from differentiation and moving towards adaptations to teaching and learning to enable access to the curriculum for all learners. Senior leaders have monitored this within planning and through a learning walks (Autumn 2023)

Planning Duty 2:

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome	Review
Short Term	Consistent use of visual timetables across school. Displays are clear and reflect different backgrounds, disabilities, cultures and faiths	Visual timetable in all classrooms Signage and displays to reflect various groups Display key vocabulary	DM/CT	July 2021 July 2021	Same visual timetable structure used across school Displays are clear and reflect cultures disabilities and faith	All year groups use a visual timetable Signage in place Evidence of displays to support accessibility, however requires further consideration
Medium Term	Sensory and physical needs are responded to	Use resources or ask to purchase as required	DM/CT	July 2022	Children who need them have fiddle toys	Purchased microphones, including cubed microphone to support assemblies, others?
Long term	Support for social and emotional development is provided including break times	Grouping for social and emotional development as well as learning	DM/CT	July 2023	Children sometimes have social and emotional groupings	Nurture groups at lunchtimes, SEND interventions / group work?

Planning Duty 3:

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Simple instructions including Makaton ensuring capacity/demands are balanced for the children ie the amount of language used/ the amount of time sat	Consider amount of language during teaching and instruction	SLT/CT	July 2021	Lesson observations reflect reduction in teacher talk. Makaton more widely used.	Learning walks and monitoring confirm that staff have responded positively to this. Consider how this will change with the embedding of Speechlink in EYFS and KS1.
	Consistent approach to behaviour with positive explicit communications	Explain behaviours you want to see as opposed to those you don't	SLT/CT	July 2021	Clear positive instructions being used consistently	This will continue to be developed alongside current best practice and theory regarding Adaptive Teaching.
	Feedback encourages metacognitive approaches to teaching and learning	Teaching children strategies such as agreed time-outs, metacognition, when to access lap top etc and how they can use these	SLT/CT	July 2021	Children consider how they learn	Child has received EHCP and is making good progress, particularly with language and communication. Continuing use of support and strategies with new-starters who have similar needs and barriers.
	Child starting with little English	Where child may need a bilingual translator ask DM to organise	SB/DM/CT	July 2021	BTAs used as needed	

<p>Medium Term</p>	<p>Clear communication with parents/carers using an interpreter</p> <p>Understanding that sometimes changing the environment can improve behaviours</p>	<p>Use interpreters to support families</p> <p>Remember that in many cases changes to barriers can often affect behaviour</p>	<p>SB/DM/CT</p> <p>BSS/CT</p>	<p>July 2022</p> <p>July 2022</p>	<p>Translation service used</p> <p>Barriers to learning being removed</p>	<p>This has worked well and we will continue to develop and adapt our practice in line with the needs of our children and their families.</p>
<p>Long term</p>	<p>Parents/carers are fully involved in how to support the learning journey and signposted to the services that can support them.</p>	<p>Listen to the family voice</p> <p>Encourage families to speak directly to services</p> <p>Explain the Local Offer</p>	<p>PR/DM/SLT/CT</p>	<p>July 2023</p>	<p>Parents/carers voice shows they are accessing services</p>	<p>This is an on-going planning duty as existing and new-intake families will continue to be entitled to support in this area, particularly as their needs and circumstances evolve.</p>