



# St. John's C.E. Primary School

Poplar Street  
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[www.st-johns.stockport.sch.uk](http://www.st-johns.stockport.sch.uk)

## Policy for: Accessibility

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Target Audience	Staff, Governors & Parents
Is this a Statutory Document?	Yes



## Statement of intent to enable access for all

This plan outlines the proposals of the governing body 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 environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body 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:

- Parents of pupils
- Employees
- Governors
- External partners

**Signed by**

\_\_\_\_\_ **Headteacher**

**Date:** \_\_\_\_\_

\_\_\_\_\_ **Chair of Governors**

**Date:** \_\_\_\_\_

**Next review date:** September 2023

## The following plans and objectives followed an audit of St John's Universal Provision by staff members based on the Stockport Entitlement Framework first received September 2019

### 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
<b>Short Term</b>	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	
	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	
	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.	

<b>Medium term</b>	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	
	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	
<b>Long Term</b>	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	

## 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.

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short Term</b>	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	
<b>Medium Term</b>	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	
<b>Long term</b>	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	

## 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
<b>Short Term</b>	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.	
	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	
	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 starting with little English	Where child may need a bilingual translator ask DM to organise	SB/DM/CT	July 2021	BTAs used as needed	

<b>Medium Term</b>	Clear communication with parents/carers using an interpreter	Use interpreters to support families	SB/DM/CT	July 2022	Translation service used	
	Understanding that sometimes changing the environment can improve behaviours	Remember that in many cases changes to barriers can often affect behaviour	BSS/CT	July 2022	Barriers to learning being removed	
<b>Long term</b>	Parents/carers are fully involved in how to support the learning journey and signposted to the services that can support them.	Listen to the family voice  Encourage families to speak directly to services  Explain the Local Offer	PR/DM/SLT/CT	July 2023	Parents/carers voice shows they are accessing services	

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.

From September, 2002 the Governing Body must fulfil three key duties towards disabled pupils as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4)

- 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.

Disability as defined by the DDA is

"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"