



'Living, Learning and Growing in God`s Love'



St John Bosco Catholic Primary School

Accessibility Plan 2024-2027

Scheme runs for 3 years and then is renewed or revised

Introduction:

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 of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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.

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 DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- 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. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Definition of Disability:

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, '**indirect discrimination**' is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without these protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The **protected characteristics** are age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership. The school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.



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We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED
- Equality Act 2010

The purpose and direction of the school's plan: vision and values

At St John Bosco, we are committed to giving all of our pupils every opportunity to achieve their full potential. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. St John Bosco, values and celebrates the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

We are committed to ensuring equality of education and opportunity for pupils and staff who have a disability and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils and students with a disability is monitored and we use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.



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At St John Bosco Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here

Assessing the Impact of our policies

We recognise that all our school's policies have an impact on the participation and outcomes for pupils, parents/carers, staff and members of the local community with a disability. Existing and proposed policies are regularly reviewed. The programme to review the impact of policies is contained in our action plan.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. To provide full access to the curriculum; full access to the physical environment; full access to information. This means that equality of opportunity must be a reality for our pupils:

- girls and boys;
- minority ethnic and faith groups;
- pupils who need support to learn English as an additional language;
- pupils with special educational needs and disabilities;
- gifted and talented pupils;
- pupils who are vulnerable;

Information from pupil data and school audit

We currently have a whole range of pupils of all backgrounds, needs and abilities. We are supporting pupils and staff with:

- Asthma • Eczema • Hearing impairment • Speech and Language Delay • Global Developmental Delay • Autism • Allergies • Sensory difficulties • Downs Syndrome • Visual impairment • Developmental Language Disorder

The school will act in accordance with its Admissions Policy. We collect information from the Early Years settings, so that we are prepared for pupils when they arrive in school. Prospective parents of children with EHCPs and pupils with SEND, are



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invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs. We liaise with parents and professionals involved with the pupils throughout their time at St John Bosco Primary School to ensure we provide the right care for their needs. Information will be used to ensure that all pupils, including those with SEND, will have appropriate access to all opportunities. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

The main priorities in the school's plan

We take advice on support needed for pupils with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.
- Staff have training on specific medical concerns

Accessibility Plan:2024 - 2027

Improving Participation in the Curriculum			
Aim	Action/Strategy	Timescale Personnel Resources	Impact
Effective communication and engagement with parents	Termly meetings with parents/carers to include teacher and SENCo Meetings with external agencies Workshops to engage and inform parents	Ongoing Time allocated SLT/SENCo	Parents fully informed about progress Parents to engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	Intimate care policy and trained staff Training from SALT, CCAT team, Educational psychologist Access to courses, CPD Ongoing guidance from specialists e.g. sensory support team for children with hearing impairment	In place and ongoing: Team Teach Regular visits from outside professionals Time allocated SLT/SENCo	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	Strategic deployment of support staff Use of ICT	Apps to support learning on iPad SENCO SLT	Positive impact on pupil progress. Barriers to learning are removed by use of apps/IT
Adaptations to the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations	Nurture mentor Speech and language Enhancement Service	Needs of all learners met enabling positive outcomes

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	<p>Individual speech and language therapy programmes</p> <p>Use of access arrangements for assessment/National tests</p> <p>Use of enhanced assessment using BSquared</p>	BSquared	
Appropriate use of specialised equipment to benefit individual pupils and staff	<p>iPads available to support children with difficulty recording</p> <p>Sloping boards for pupils with fatigue problems or physical disability</p> <p>Coloured overlays for pupils with visual difficulty (Reading Rulers)</p> <p>Specially shaped pencils and pens for pupils with grip difficulty</p> <p>Use of wedge/wobble cushions</p> <p>Use of sensory tent</p> <p>Chew toys, fiddle toys, sensory diet toys</p>	Specialist equipment as listed	Increased access to the Curriculum Needs of all learners met.
Improve educational experiences for hearing impaired pupils	<p>Daily maintenance and use of radio aids when required Consider hearing loop/sound field systems if recommended Consult Hearing Impairment team</p>	Installation and maintenance of equipment	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	<p>Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements</p>	Any specialist equipment needed to allow a child to access a club	Increased access to the extra-curricular activities for all pupils with SEND.

Improving Physical Environment			
Aim	Action/Strategy	Timescale Personnel Resources	Impact
Access into school to be fully compliant	Designated disabled parking Wide doors and corridors	Maintenance	Physical accessibility of school increased
Improve signage to indicate access routes around school	Signs indicate disabled parking bay and wheelchair friendly routes around School - seek advice	Cost of signs	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	Cost included in ground maintenance contract	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	People with disabilities can move safely around the school
Improve access arrangements during inclement weather	Ensure designated pathways are safe and clear of any weather dangers and appropriate signage used	Cost included in ground maintenance contract	People with disabilities can move unhindered
Improve the delivery of written information			
Aim	Action/Strategy	Timescale Personnel Resources	Impact
Availability of written material in alternative formats	Improve availability of information for parents - display appropriate leaflets for parents to collect Provided translated documents where appropriate	Contact details and cost of translation / adaptation	Information to disabled pupils/parents as appropriate. Written information available in an alternative format



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Ensure documents are accessible for pupils with visual impairment (when required)	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment	Pupils to access school documentation
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