

# Accessibility Policy

The John Harrox Primary School



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|---------------------|------------------|--------------------|
| Approved by:        | [Governing Body] | Date: [22/05/2023] |
| Last reviewed on:   | [22/05/2023]     |                    |
| Next review due by: | [May 2026]       |                    |

## The John Harrox Primary School – Accessibility Plan

### Governors Statement

The Governing Body of The John Harrox Primary School fully embrace the principles that promote equality for disabled people and wherever possible are committed to trying to provide appropriate access to our school for people with disabilities. The Governing Body recognises the difficulties that there may be in making “reasonable adjustments”, particularly in relation to physical alterations to the school building because of the limited resources available via the school budget and the Devolved Capital funding programme. However, this access plan forms the basis of what the Governing Body believes it can reasonably undertake and sets out how it will go about making the identified changes. The access plan will form part of the School Development Plan, and it will be reviewed annually as part of the school development planning process.

|                          | Targets   | Strategies  | Success criteria / Outcome   | Key people involved               |
|--------------------------|---|---|--|-----------------------------------|
| Ongoing                  | Policies reflect the principles and requirements of the law - Equality Act 2010 (see Equality and Diversity Policy) | During the ongoing review of school policies the principles and requirements laid down by law will be included in amendments.   | Policies will be amended when applicable.                              | Whole staff<br>SLT<br>Headteacher |
| Access to the curriculum | Ensure that all curriculum plans are inclusive and consider the needs of the current cohort.                        | Teachers to ensure that the delivery of the curriculum is adapted to meet the needs of the children in their class/group.   | All children in school are able to access all areas of the curriculum. | Teachers SLT                      |
|                          | Ensure that all children have equal access to wider curriculum opportunities  | Consider reasonable adaptations to provision to support all children accessing wider curriculum opportunities.<br>Ensure trips are accessible for all<br>Consider specialist advice for children with additional needs. e.g. SEST | All pupils are supported and can access wider school opportunities.    | SLT<br>Teachers                   |
|                          | Access to residential and school visits   | Staff planning school visits to ensure that all are able to take part prior to booking.   | All pupils are able to take part in school visits..                    | All staff                         |

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|  | Improvements to support the visually impaired   | To maintain the markings to support visually impaired e.g. yellow paint between low contrast surfaces.<br>Braille signs on doors and equipment to be considered as required   | High visibility paint is renewed  | Property maintenance  |
|  | Review and improve access to different areas of the school (including specialist equipment)     | Consider the needs of individual children in the current cohort accessing different parts of the school – ensure adaptations to the building are made for ease and safe access/emergency exit.<br>Individual emergency evacuation plans to be updated as required.<br>Advice taken from LCC property services   | All children, staff and visitors are able to access and evacuate areas of the school. | Head Teacher<br>Health and safety governor<br>and H&S advisor |
|  | Ensure that school continues to be fully accessible to all children, staff and visitors.        | Elicit advice as required from specialist outside agencies e.g. STT, SEN and IT support.<br><br>Opportunities for sharing information are planned e.g. transition meetings with parents.<br><br>Provide opportunities for staff training as required.<br>Maintain relationships with parents to ensure children are supported and knowledge of additional needs are shared to ensure support plans can be devised.<br>A risk assessment is carried out when school is notified of any relevant short or long-term medical need e.g. following an operation or accident. | Access to the school is supported for all people.                                     | SLT<br>SENCO<br>Teachers                                      |
|  | Ensure reasonable adjustments are made to resources to enable children to access the curriculum | Considering and following the access arrangements for specific children for tests.<br>Providing coloured overlays or paper for children with visual discrimination difficulties.<br>As required.  | Children are supported to access all areas of the curriculum                          | Teachers<br>SLT<br>SENDCo                                     |

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|                                    | Increase staff awareness of specific needs relating to the current cohort of children in school. | Review staff training needs in relation to the current cohort of children<br>Provide training as appropriate drawing expertise from services such as - SEST, specialist nursing team, OT/OH, working together team  | Staff are knowledgeable and can support the needs of children in school | Teachers<br>SLT<br>SENDCo            |
| Accessibility of written materials | To provide key written information in formats accessible to people with visual disabilities.     | Provide large size/coloured copies of key information on request;<br>Brochure0<br>Parental booklets<br>Policies<br>Children's reports.<br>Newsletters<br>Provide electronic copies of the above to enable large scale reading or to be spoken by disabled persons own software. | Key written material accessible to people with visual disabilities.     | Headteacher / Admin staff,<br>Bursar |

May 2023