



St John's CE Primary School, Stonefold, Rising Bridge.



Accessibility Plan 2022

Targets	Strategies	Responsibility	Outcomes/ Success Criteria	Timescale
Physical Access				
To be aware of the access needs of disabled children, staff, governors, parents/carers and visitors	To create access plans for individual children as part of the child centred approach.	SENCO	Child centred care plans, IEP's in place for disabled children and all staff aware of children's needs. One page profiles in place to give children a voice.	As required and ongoing
	To ensure staff and governors can access areas of school used for meetings	Headteacher	Staff and governors confident their needs will be met.	
	Annual reminder to parents/carers through newsletter to inform staff if they have problems accessing areas of school	Headteacher	Continuously monitoring to ensure any new needs arising are met. Parents/ carers have full access to all areas of school.	
Ensure everyone has access to the main reception area.	Ensure nothing is preventing wheelchair access.	Office staff.	Disabled parents, carers, visitors feel welcome.	Daily check to ensure area is free of obstructions.
	Provision of appropriate seating.		Visitors can sit down if waiting by the main entrance.	
	Provide outside sign at the gate with and information for wheelchair		Wheelchair users not kept waiting. Wheelchair users can enter the building ease. Clear signage outside to allow access.	



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Physical Access				
	users to gain access and support.			
Maintain safe access for visually impaired people.	<p>Check condition of hazard paint on step edges where appropriate</p> <p>Check exterior lighting working</p>	Site Supervisor	Visually impaired feel safe in school grounds.	Ongoing
Ensure all disabled people can be safely evacuated.	<p>Ensure personal emergency evacuation plan for disabled children.</p> <p>Ensure all staff aware of their responsibilities in evacuation.</p>	SENCO	<p>All disabled children and staff working with them are safe in event of fire.</p> <p>Constant supervision for disabled children who need help in evacuation.</p> <p>Disabled people in wheelchairs evacuated quickly.</p>	Ongoing
Ensure there are enough fire exits suitable for people with disability.	Ensure staff aware of need to keep fire exits clear.	All Staff	All disabled adults and children have safe clear exits from school and are aware of fire exits.	Daily
Provide hearing loops to support pupils with hearing impairment.	Take advice on appropriate equipment if this becomes necessary.	Headteacher and SENCO	All the children have access to the curriculum and support for their hearing needs are met.	As required



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Access to the Curriculum				
Ensure support staff have specific training on disability issues.	Identify training needs throughout the year.	SENCO	Raised confidence of support staff.	Ongoing
Ensure all staff aware of disabled children's curriculum access.	Share information with all stakeholders involved with the child.	SENCO SLT	All staff aware of children's individual needs.	Ongoing
All school visits and trips need to be accessible to all children.	Ensure venues and means of transport vetted for suitability. Liaison with venues, children and parents prior to trips/visits. Clear provision on risk assessments prior to visits and trips.	SENCO	All children are able to access all school trips and take part in a range of activities.	Ongoing
Review PE curriculum to ensure PE is accessible to all children.	Review PE curriculum to ensure all learners can take part and include disability sports where appropriate.	PE Subject Leader	Children have access to PE and are able to excel. Support available through TA provision where needed.	Ongoing
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum areas.	All staff Curriculum Lead	Gradual interdiction of disability issues in to all curriculum areas.	Ongoing



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Ensure all children can take part equally in all lunchtime and after school activities.	Discuss arrangement and necessary support with school club staff and any care plans in place.	Class teachers and SENCO.	All children are able to participate equally in school clubs and activities.	Ongoing
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Targets	Strategies	Responsibility	Outcomes/ Success Criteria	Timescale
Access to Information				
Signage around school to be in other languages and braille if that becomes necessary.	Welcome sign in reception. Other signage around school translated where needed.	Office staff, SLT.	Everyone feels welcome in school. Key messages available for everyone.	Ongoing
Inclusive discussion of access to information in all parent/teacher meetings.	Ask parents about preferred format for accessing information e.g. braille, other languages Translation tool to be added to website to allow multi – lingual access School office will support parents to access information and complete school forms. Bilingual support staff available for meeting with parents where needed.	SLT Office staff	Staff more aware of preferred methods of communication and parents feel included. School website will become more accessible to all.	Ongoing



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	<p>Use of outside translators where needed.</p> <p>Use of Google translate to enable communication with parents and children.</p>			
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