



# St John's CE VA Primary School

## Accessibility Policy and Action Plan

*At St John's we are Loved by God - Learning with Jesus - Living by the Spirit.*

### 1. Introduction

Our Vision means we believe that everyone is uniquely created by God, made in His image, with purpose and worth.

Through Jesus's teaching, life, death and resurrection He enables us to make the best decisions for ourselves, each other and our world.

We need God's help to be like Jesus, to be successful learners, growing through our mistakes, so that we can face the challenges of a world that is evolving. The Holy Spirit will guide us to live together, to flourish together and to serve together.

This vision underpins all we do in relation to Accessibility.

We strive to create an inclusive environment, offering excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

All children at our school are entitled to take part in all the activities that are offered, whether as part of the curriculum or 'out of school activities'.

We have developed an accessibility action plan (appendix 1) to meet the access needs of pupils, parents and staff irrespective of their disability.

### 2. Definition

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

### 3. Requirement

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Department for Education (DfE) has published advice on the Equality Act, which explains that schools must have an accessibility plan aimed at:

- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the availability of accessible information to disabled pupils.

### 4. Audit and Action Plan

We have conducted an audit of the school (appendix 2), and from this created a 3-year action plan (appendix 1).

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## 5. Monitoring and Review

This policy and action plan is monitored by the SENCo and reviewed every 3 years by the governing body.

**Signed:**

**Eve Burton. SENCo**

		<b>Date</b>
<b>Version</b>	v1.1	
<b>Drafted by</b>	E. Burton	01.06.2022
<b>Reviewed by</b>	Curriculum Cttee	
<b>Approved by</b>	Governing Body	
<b>Ratified by</b>	Curriculum Cttee	
<b>Review period</b>	3 year	
<b>Set by</b>	Governing Body	
<b>Date of Review</b>		June 2025

# St John's CE VA Primary School

ACCESSIBILITY PLAN

SCHOOL NAME: St. John's CEVA Primary School

DATE: May 2022

Access to Premises/Physical Environment					
Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Are pathways and routes logical and well signed and marked for visually impaired learners? (both internal & external)	To re-paint some trip hazard marking as they have become faded.	Next financial year.	Budget bid required for re-painting.	Governing Body – sub committee	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	To provide a portable ramp which can be moved to each class as/when required.	Next financial year.	Budget bid required for providing a ramp.	Governing Body – sub committee	
Access to Curriculum (Learning and Social)					
Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
EHCP targets and Individual Statements used by staff to ensure learning is planned to include the needs of	SEN information available to all staff. Additional training available for specific curriculum implementation.  Use of SCC to support staff and pupils with specialist needs.	Next financial year.	Time + funding via budget or HTN	SENCo	
To ensure that every child with a disability can access the curriculum fully.	Assess need with regard to individual children either when they join the school or when a new need is identified.	Next financial year.	Time + funding via budget or HTN	SENCo	

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Access to Information					
Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Provide SEND awareness training to enable all staff to understand and recognise SEND.	<p>Training provided to staff through Staff Meetings</p> <p>Access to Suffolk SEND training to staff as and when required.</p>	This academic year	Time + CPD for SENCo to then cascade.	SENCo	

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## BASIC ACCESS AUDIT FOR SCHOOLS

NAME OF SCHOOL: ST. JOHN'S CEVA PRIMARY SCHOOL

CONTACT PERSON: MRS E BURTON

May 2022

Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

Section 1: DISABILITY AWARENESS / TRAINING		1	2	3	4	Comments for school use
1	Do you provide annual disability awareness training to enable all staff to understand and recognise disability issues?		<input type="checkbox"/>			Annual update needs to be scheduled.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	<input type="checkbox"/>				

Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?		1	2	3	4	Comments for school use
3	Do all staff seek to remove all barriers to learning and participation?	<input type="checkbox"/>				
4	Is teaching appropriately differentiated to meet individual needs so that all children and young people make good progress? (see guidance notes)	<input type="checkbox"/>				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	<input type="checkbox"/>				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	<input type="checkbox"/>				
7	Are reasonable adjustments made for all learners?	<input type="checkbox"/>				
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	<input type="checkbox"/>				
9	Are staff aware of and make provision for exam access arrangements?	<input type="checkbox"/>				

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10	Do you provide access to appropriate technology for those with disabilities?	?			
11	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	?			

<b>Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR <u>ANYONE</u> WHO NEEDS IT? (see guidance notes)</b>					
12	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	?			Communication in print software required for symbols. Links with LA needed for Braille.
13	Do you have the facilities such as ICT to produce written information in different formats?	?			
14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities in a range of media?	?			
15	Is furniture and equipment selected, adjusted and located appropriately?	?			
16	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	?			

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**Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?**  
**(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)**

**NAME OF BLOCK** see Asset Management Planning Data (AMP): **ADMIN BLOCK**

Offices, Hall and Music Room

17A	Number of teaching spaces in block	2	17B	Number of those teaching spaces which are accessible:	2
18A	Number of social spaces in block	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? (both internal & external)		?			Some trip hazard marking is faded.
20	Do you have a clear evacuation plan for individuals with disabilities? (see guidance notes)	?				
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	?				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?	?				
23	Are quiet rooms/calming rooms available to children who need this facility? (see guidance notes)				?	There are no children that need this facility.
24	Is the playground and outdoor recreational facilities made accessible to all?	?				

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance?	?			

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26	Are there any barriers to easy movement around the site and to the main entrance?	<input type="checkbox"/>			There is a slight ramp to access the main door.
27	Are steps needed for access to the main entrance? (see guidance notes)		<input type="checkbox"/>		
28	Do all those steps have a contrasting colour edging?			<input type="checkbox"/>	
29	If there are steps, is a ramp provided to access the main entrance? (see guidance notes)			<input type="checkbox"/>	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	<input type="checkbox"/>			
31	Is it possible for a wheelchair user to get through the principal door unaided? (see guidance notes)	<input type="checkbox"/>			
32	If no, is an alternative wheelchair accessible entrance provided? (see guidance notes)			<input type="checkbox"/>	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	<input type="checkbox"/>			Main doors are push entry – someone would need to assist. There is always someone available.
34	Do all internal doors allow a wheelchair user to get through unaided?		<input type="checkbox"/>		They may need assistance through smaller doors – they would be assisted.
35	Do all the corridors have a clear unobstructed width of 1.2m?	<input type="checkbox"/>			
36	Does the block have a wheelchair accessible toilet?	<input type="checkbox"/>			
37	Does the block have accessible changing rooms/shower facilities?	<input type="checkbox"/>			

4d	VERTICAL MOVEMENT					
38	How many storeys in the block? Tick appropriate box: <b>a</b> = single storey throughout <b>b</b> = single storey with some split level parts <b>c</b> = single storey with some 2/3 storey parts <b>d</b> = mainly 2 or 3 storey (see guidance notes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	single storey throughout



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		Yes	No	N/A	Comments for school use
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			?	
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners?			?	
41	Does the block have a lift that can be used by wheelchair users?			?	
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state			?	
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	?			Would need assistance – small portable ramp to be considered

4e	SENSORY IMPAIRMENT	Yes	No	N/A	Comments for school use
44	Are non-visual guides used to assist people to use the buildings?		?		There are no non-visual guides within the school.
		Yes	No	N/A	Comments for school use
45	Could any of the décor be confusing or disorientating for pupils with disabilities?		?		
46	Is a hearing induction loop available (either fixed or portable) in the school?		?		
47	Does the block have a "Soundfield" sound reinforcement system?		?		
48	If there is a "Soundfield" system, in what area?	?			
49	Do emergency alarm systems cater for those with hearing impairment?	No			
50	Does the school provide appropriate auxiliary aids to those who need them?	No			

<b>Section 4:</b>	<b>IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?</b>
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**(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)**

**NAME OF BLOCK** see Asset Management Planning Data (AMP): **KS1 BLOCK**

Classroom R, 1 and 2, KS1 Library  
and Class R's outside area

17A	Number of teaching spaces in block (refer to AMP data)	5	17B	Number of those teaching spaces which are accessible:	5
18A	Number of social spaces in block (see guidance notes)	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners?		?			Some trip hazard marking is faded.
20	Do you have a clear evacuation plan for individuals with disabilities?	?				
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	?				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?	?				
23	Are quiet rooms/calming rooms available to children who need this facility?				?	There are no children that need this facility.
24	Is the playground and outdoor recreational facilities made accessible to all?	?				

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance?	?			
26	Are there any barriers to easy movement around the site and to the main entrance?		?		

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27	Are steps needed for access to the main entrance?		<input type="checkbox"/>		
28	Do all those steps have a contrasting colour edging?			<input type="checkbox"/>	
29	If there are steps, is a ramp provided to access the main entrance?			<input type="checkbox"/>	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			<input type="checkbox"/>	
31	Is it possible for a wheelchair user to get through the principal door unaided?	<input type="checkbox"/>			
32	If no, is an alternative wheelchair accessible entrance provided?			<input type="checkbox"/>	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			<input type="checkbox"/>	
34	Do all internal doors allow a wheelchair user to get through unaided?	<input type="checkbox"/>			
35	Do all the corridors have a clear unobstructed width of 1.2m?	<input type="checkbox"/>			
36	Does the block have a wheelchair accessible toilet?		<input type="checkbox"/>		Wheelchair toilet in Admin Block
37	Does the block have accessible changing rooms/shower facilities?		<input type="checkbox"/>		

4d	VERTICAL MOVEMENT					
38	How many storeys in the block? Tick appropriate box: <b>a</b> = single storey throughout <b>b</b> = single storey with some split level parts <b>c</b> = single storey with some 2/3 storey parts <b>d</b> = mainly 2 or 3 storey (see guidance notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	single storey throughout
		Yes	No	N/A		Comments for school use
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			<input type="checkbox"/>		

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40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners?				?	
41	Does the block have a lift that can be used by wheelchair users?				?	
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state				?	
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		?			Some fire exits have steps and no ramps. Consider a portable ramp

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings?				?	There are no non-visual guides within the school.
		Yes	No	N/A		<b>Comments for school use</b>
45	Could any of the décor be confusing or disorientating for pupils with disabilities?		?			
46	Is a hearing induction loop available (either fixed or portable) in the school?		?			
47	Does the block have a "Soundfield" sound reinforcement system?		?			
48	If there is a "Soundfield" system, in what area?	No				
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No				
50	Does the school provide appropriate auxiliary aids to those who need them?	No				

**Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?**  
**(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)**

# St John's CE VA Primary School

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Classroom 3, 4, 5 and 6; KS2 library and Little Room.

**NAME OF BLOCK** see Asset Management Planning Data (AMP): **KS2 BLOCK**

17A	Number of teaching spaces in block (refer to AMP data)	6		17B	Number of those teaching spaces which are accessible:	6
18A	Number of social spaces in block (see guidance notes)	0		18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? (both internal & external)	?	?			Some trip hazard marking is faded.
20	Do you have a clear evacuation plan for individuals with disabilities?	?				
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	?				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?	?				
23	Are quiet rooms/calming rooms available to children who need this facility?				?	There are no children that need this facility.
24	Is the playground and outdoor recreational facilities made accessible to all?	?				

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance?	?			
26	Are there any barriers to easy movement around the site and to the main entrance?		?		
27	Are steps needed for access to the main entrance?		?		

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28	Do all those steps have a contrasting colour edging?			<input type="checkbox"/>	
29	If there are steps, is a ramp provided to access the main entrance?			<input type="checkbox"/>	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			<input type="checkbox"/>	
31	Is it possible for a wheelchair user to get through the principal door unaided?	<input type="checkbox"/>			ICT double doors
32	If no, is an alternative wheelchair accessible entrance provided?			<input type="checkbox"/>	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			<input type="checkbox"/>	
34	Do all internal doors allow a wheelchair user to get through unaided?	<input type="checkbox"/>			
35	Do all the corridors have a clear unobstructed width of 1.2m?	<input type="checkbox"/>			
36	Does the block have a wheelchair accessible toilet?		<input type="checkbox"/>		Wheelchair toilet in Admin Block
37	Does the block have accessible changing rooms/shower facilities?		<input type="checkbox"/>		

4d	VERTICAL MOVEMENT					
38	How many storeys in the block? Tick appropriate box: <b>a</b> = single storey throughout <b>b</b> = single storey with some split level parts <b>c</b> = single storey with some 2/3 storey parts <b>d</b> = mainly 2 or 3 storey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	single storey throughout
		Yes	No	N/A	Comments for school use	
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			<input type="checkbox"/>		

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40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners?				<input type="checkbox"/>	
41	Does the block have a lift that can be used by wheelchair users?				<input type="checkbox"/>	
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state				<input type="checkbox"/>	
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?			<input type="checkbox"/>		Some fire exits have steps and no ramps. – consider buying a ramp.

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings?				<input type="checkbox"/>	There are no non-visual guides within the school.
		Yes	No	N/A		Comments for school use
45	Could any of the décor be confusing or disorientating for pupils with disabilities?		<input type="checkbox"/>			
46	Is a hearing induction loop available (either fixed or portable) in the school?		<input type="checkbox"/>			
47	Does the block have a "Soundfield" sound reinforcement system?		<input type="checkbox"/>			
48	If there is a "Soundfield" system, in what area?	<input type="checkbox"/>				
49	Do emergency alarm systems cater for those with hearing impairment?	<input type="checkbox"/>				
50	Does the school provide appropriate auxiliary aids to those who need them?	<input type="checkbox"/>				

**Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?**  
**(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)**

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NAME OF BLOCK see Asset Management Planning Data (AMP): **PLAYGROUND AND FIELD**

Playground, Grassed area and Large Field

17A	Number of teaching spaces in block (refer to AMP data)	3	17B	Number of those teaching spaces which are accessible:	3
18A	Number of social spaces in block	0	18B	Number of those social spaces which are accessible:	0

4a	GENERAL	1	2	3	4	Comments for school use
19	Are pathways and routes logical and well signed and marked for visually impaired learners? (both internal & external)	<input type="checkbox"/>				
20	Do you have a clear evacuation plan for individuals with disabilities?	<input type="checkbox"/>				
21	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	<input type="checkbox"/>				
22	Do furniture layouts allow easy movement for pupils with disabilities and are well contrasted with the environment for VI learners?	<input type="checkbox"/>				
23	Are quiet rooms/calming rooms available to children who need this facility?				<input type="checkbox"/>	There are no children that need this facility.
24	Is the playground and outdoor recreational facilities made accessible to all?	<input type="checkbox"/>				

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
25	Are car park spaces reserved for disabled people near the main entrance?	<input type="checkbox"/>			
26	Are there any barriers to easy movement around the site and to the main entrance?		<input type="checkbox"/>		
27	Are steps needed for access to the main entrance?		<input type="checkbox"/>		
28	Do all those steps have a contrasting colour edging?			<input type="checkbox"/>	



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29	If there are steps, is a ramp provided to access the main entrance?			<input type="checkbox"/>	
30	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			<input type="checkbox"/>	
31	Is it possible for a wheelchair user to get through the principal door unaided?			<input type="checkbox"/>	
32	If no, is an alternative wheelchair accessible entrance provided?			<input type="checkbox"/>	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
33	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			<input type="checkbox"/>	
34	Do all internal doors allow a wheelchair user to get through unaided?			<input type="checkbox"/>	
35	Do all the corridors have a clear unobstructed width of 1.2m?			<input type="checkbox"/>	
36	Does the block have a wheelchair accessible toilet?			<input type="checkbox"/>	
37	Does the block have accessible changing rooms/shower facilities?			<input type="checkbox"/>	

4d	VERTICAL MOVEMENT					
38	How many storeys in the block? Tick appropriate box: <b>a</b> = single storey throughout <b>b</b> = single storey with some split level parts <b>c</b> = single storey with some 2/3 storey parts <b>d</b> = mainly 2 or 3 storey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	single storey throughout
		Yes	No	N/A	Comments for school use	
39	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			<input type="checkbox"/>		
40	Is there a continuous handrail on each internal stair flight and landing with demarcation of beginning and end for VI learners?			<input type="checkbox"/>		

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41	Does the block have a lift that can be used by wheelchair users?			<input type="checkbox"/>	
42	Do you have any other sort of mechanical means provided to move between floors? If yes, please state			<input type="checkbox"/>	
43	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?			<input type="checkbox"/>	

4e	SENSORY IMPAIRMENT	1	2	3	4	
44	Are non-visual guides used to assist people to use the buildings?				<input type="checkbox"/>	There are no non-visual guides within the school.
		Yes	No	N/A		Comments for school use
45	Could any of the décor be confusing or disorientating for pupils with disabilities?		<input type="checkbox"/>			
46	Is a hearing induction loop available (either fixed or portable) in the school?		<input type="checkbox"/>			
47	Does the block have a "Soundfield" sound reinforcement system?		<input type="checkbox"/>			
48	If there is a "Soundfield" system, in what area?	No				
49	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No				
50	Does the school provide appropriate auxiliary aids to those who need them?	No				