

St John's Church of England Primary School

Accessibility/Disability Equality Plan

2021-2024



“For I know the plans I have for you,” declares the Lord, plans to prosper you and not to harm you, plans to give you a hope and a future.” - Jeremiah 29:11

Date agreed and ratified by Governing Body: March 2021

Date of next review: March 2024

Curriculum Accessibility

| Target | Current Practice | Success Criteria | Actions to be taken | Completed by | Monitored by | Review |
|--|--|--|---|--------------|---------------|-------------|
| <p>Including a variety of teaching styles and approaches.</p> <p>Continuing to develop teaching and learning.</p> <p>Developing behaviours for learning.</p> | <p>Using the newly updated guidance from Mainstream Core Standards for all learners, as directed by the Local Authority, ensuring that quality first teaching strategies are used throughout the school with induction and support for new staff.</p> <p>Effective provision mapping undertaken by class teachers and impact measured.</p> <p>Independence and motivation of learners.</p> <p>Metacognition and feedback is embedded in practise and is impactful.</p> | <p>Children are taught the strategies to take control of their own learning.</p> <p>Rigorous evaluation of provision targets.</p> <p>Intervention has impact in terms of progress.</p> <p>Use of metacognition and feedback has an impact on learners.</p> | <p>All teachers to receive training on the new Mainstream Core Standards</p> <p>All staff to complete training on Metacognition and Feedback</p> <p>Teaching approaches are adapted to suit the needs of all learners.</p> <p>Support to be given to all teaching staff on setting provision map targets and use of interventions for progress.</p> | Summer 2021 | SLT SENDCO | Spring 2022 |
| <p>Identifying and addressing potential barriers to learning for vulnerable groups.</p> | <p>ASD, ADHD, Dyslexia and SEMH friendly approaches to continue.</p> <p>Emphasis on classroom support for children with speech and language difficulties.</p> <p>Focus on additional support and resources for Disadvantaged pupils.</p> | <p>Children independently use personalised learning resources to move their learning forwards.</p> <p>Children are able to engage, participate and achieve regardless of their</p> | <p>Ensure all children with specific learning difficulties and all pupil premium children have access to the personalised learning resources they need to more their learning</p> | Autumn 2021 | SLT SENDCO | Summer 2022 |

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| | <p>Use of a variety of strategies to differentiate including a range of ICT as part of a differentiated approach.</p> <p>Class observations to ensure that needs of all pupils are being effectively met.</p> <p>Pupil progress and target setting meetings ensure all children have aspirational targets regardless of specific needs. This is rigorously monitored through Pupil Progress meetings.</p> | <p>individual needs.</p> <p>The gap between disadvantaged and non-disadvantaged pupils will diminish.</p> <p>Children are taught the strategies to take control of their own learning.</p> <p>Staff apply the Mainstream Core Standards to meet the needs of all learners.</p> | <p>forwards.</p> <p>Class observations to include specific focus on disadvantaged children and SEN.</p> <p>Pupil progress and provision map meetings will ensure that any gaps in learning are appropriately targeted.</p> <p>Teachers and TA's to gather evidence for children new to St John's who arrive with barriers to learning in line with the SEND Handbook</p> | | | |
| <p>Effective use of all adults.</p> <p>Teaching assistants having a positive impact in terms of progress for targeted children.</p> <p>All staff have an understanding of</p> | <p>Teaching Assistants keeping comprehensive and manageable data for the children they are working with.</p> <p>Quantitative Qualitative Data is used to inform and identify interventions.</p> <p>Year group provision allows for effective use of adults.</p> <p>Teachers provide guidance to Teaching Assistants to support learning and</p> | <p>All Teaching Assistants meet the TA standards.</p> <p>All interventions have an impact, are monitored and evaluated by the class teacher and outcomes shared with the SENDCO.</p> <p>Consistent approaches to provision across the school to ensure maximum</p> | <p>Monitor:</p> <p>Interventions</p> <p>Provision maps</p> <p>Children's books</p> <p>Learning walks</p> <p>Performance management targets are shared with SLT to ensure all are aware.</p> <p>Staff to attend training</p> | <p>Summer 2022</p> | <p>SLT</p> <p>SENCO</p> | <p>Summer 2023</p> |

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| <p>the interventions available and have received training.</p> | <p>create a stimulating learning environment.</p> <p>Regular targeted training to ensure appropriate strategies are being used by all.</p> | <p>impact.</p> <p>All support from Teaching Assistants leads to improved outcomes for the targeted children.</p> <p>TA appraisal targets directly link to and support the school improvement plan.</p> <p>Teaching Assistants feel supported in the appraisal process.</p> <p>Teaching Assistants have a timetable showing where and how they are used.</p> <p>Improved communication between teachers and teaching assistants.</p> <p>Teaching Assistants are effective in class, supporting and developing learning.</p> | <p>as relevant, to increase the progress of the children they work with.</p> | | | |
| <p>Increased knowledge of SEND and all barriers to learning.</p> | <p>Staff following the newly updated Mainstream Minimum Standards.</p> <p>Specific staff to have targeted training.</p> <p>Teachers and Teaching Assistants to</p> | <p>Barriers to learning reduced for children in the school due to quick identification and appropriate strategies applied in line with the new Mainstream Core</p> | <p>Updated training for all staff.</p> <p>Evidence on provision maps to show that recommendations have</p> | <p>Summer 2022</p> | <p>SLT SENCO</p> | <p>Summer 2023</p> |

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| | <p>liaise with external professionals as required.</p> <p>Detailed transition arrangements in place.</p> <p>Up to date transition meetings with SENCO for all staff at the time of handover and within the first week for new staff members.</p> <p>Appropriate assessment arrangements in place.</p> <p>Monitoring of classroom environments and use of adapted materials and equipment and personalised resources.</p> | <p>Standards.</p> <p>Children's needs are met appropriately at all times by all staff.</p> <p>Children are able to meet their potential as learning is accessible to all and differentiated across the full curriculum.</p> <p>All needs are being catered for using appropriate strategies including during formal assessments.</p> | <p>been acted upon.</p> <p>Transition arrangements are timetabled in as protected time.</p> <p>Produce an access arrangements table for Kent test and Key Stage 2 SATS detailing which children require special arrangements or additional time.</p> | | | |
| Provision of scribe / reader in test situations. | <p>Staff trained to give appropriate support in tests.</p> <p>Adapted environment / materials / levels where suitable.</p> <p>Reminders of arrangements to be given to staff before each round of assessments.</p> | <p>Ability to access and achieve in specific tests related to cognitive ability.</p> | <p>Remind staff of access arrangements or special adjustments before each set of assessments.</p> | Summer 2022 | SLT SENCO | Summer 2023 |
| Improve whole school understanding of a range of interventions. | <p>Training for all staff on key interventions so that they delivered correctly by teaching assistants and monitored and evaluated appropriately by teachers.</p> | <p>Early identification and improved outcomes for children in monitored groups.</p> | <p>All staff will complete the training packages as directed</p> <p>Children identified with</p> | Spring 2022 | SLT SENCO | Spring 2023 |

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| | | | barriers to learning will be targeted for small group or 1:1 support. | | | |
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Physical Accessibility

| Target | Current Practice | Success Criteria | Actions to be taken | Completed by | Monitored by | Review |
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| Physical environment to suit individual needs. | <p>Consideration given to accessibility for children relating to the physical environment i.e. height of pegs, table and chair height, use of writing slopes, weighted cushions, wobble boards, ear defenders, quiet areas, position in classroom.</p> <p>Space available during break and lunch time of children to use for quiet reflection.</p> <p>Outdoor space available for learning.</p> <p>SENDCO and class teachers work closely with colleagues from the Visual, Hearing and Physical impairment STLS team to ensure the environment is always accessible for children with these needs.</p> | <p>Barriers caused by environment issues reduces.</p> <p>Increased access to the curriculum and physical environment.</p> <p>Children benefit from fresh air and a calm distraction free space.</p> <p>Children have more opportunities for outdoor learning.</p> | <p>Increase and enhance areas outside e.g. nature area, secret garden, junior playground.</p> <p>Use of accessibility resources to be monitored as children transition to new classes.</p> <p>Termly meetings with STLS where needed.</p> | Summer 2022 | SLT SENCO | Summer 2023 |
| School trips take | Consideration given to accessibility for | Barriers caused by physical | Personalised risk | Spring | SLT | Summer |

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| into account pupils with SEND. | children with SEND to the physical and emotional environment when leaving the school site. | and emotional environmental issues reduce, increased access to activities and alternative learning experiences. | assessments to be written for pupils with SEND. | 2022 | | 2022 |
| Ensure the medical and physical needs of pupils are fully met within the capabilities of the school. | <p>Care plans are written when a child or member of staff sustain an injury e.g. broken leg.</p> <p>Care plans are written when a child has a physical disability, severe allergy or a medical condition that needs monitoring.</p> <p>Paperwork is completed when office staff need to administer prescribed medication.</p> <p>Asthma medication and paperwork is monitored yearly.</p> | <p>Care plans ensure that children with a disability, medical condition (temporary or permanent) or allergy have their needs met within the capabilities of the school.</p> <p>Office keep records of the administration of prescribed medication.</p> <p>Administration of asthma medication is closely monitored, and documentation is up to date.</p> | <p>Asthma monitoring procedures to be audited and evaluated three times a year.</p> <p>Care plans are reviewed annually.</p> | Autumn 2021 | SENCO | Autumn 2022 |
| Ensure all children and staff with a disability can evacuate the building safely. | <p>Risk assessments and Personal Evacuation plans form part of the whole school evacuation plan.</p> <p>Care plans take into account the needs of children and staff with a disability (temporary or permanent) and evacuation arrangements are put in place.</p> | <p>Risk assessments are up to date.</p> <p>Care plans are up to date.</p> <p>Personal evacuation plans where needed are up to date.</p> | <p>Care plans are reviewed annually.</p> <p>Personal evacuation plans are reviewed annually.</p> | Autumn 2021 | SENCO | Autumn 2022 |

Provision of Information

| Target | Current Practice | Success Criteria | Actions to be taken | Completed by | Monitored by | Review |
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| To ensure parents and carers are participants in their children's learning. | <p>Parents and carers receive information on term dates, newsletters, trips and upcoming events by email, text, Facebook group or letter.</p> <p>Parents receive regular updates via Marvellous Me.</p> <p>Parent / teacher consultations twice a year (three times for children on the SEND register) plus one written report.</p> <p>Curriculum and year group workshops.</p> <p>Volunteer reading helpers included in relevant training and workshops.</p> <p>Parent representatives support the flow of information.</p> <p>Consideration given to the fact that some parents with EAL or reduced literacy skills might need support with reading or completing paperwork.</p> <p>EAL and SEN family support groups run weekly.</p> | <p>Parents and carers kept up to date and consulted on issues involving their children.</p> <p>Parents and carers receive positive news via Marvellous Me.</p> <p>Parents and carers are able to work in partnership with the school in methods to support their children's learning.</p> <p>Parents and carers are able to talk to their children about what they have been doing at school.</p> <p>Parents of children with EAL, SEND or poor literacy skills feel informed, less isolated and able to participate in school life.</p> | <p>SEN inclusion section on website to inform parents of various policies, procedures and associated information.</p> <p>Parent workshops in phonics.</p> <p>Termly year group parent's workshops and class visit sessions (once allowed to resume).</p> <p>Parent representative termly meetings.</p> | Spring 2022 | SLT SENCO | Spring 2023 |