

EQUALITY AND DIVERSITY: St Clement's and St John's CE Infant School ACCESSIBILITY PLAN 2021/2022

The Equality Act 2010 has placed greater duty on schools and colleges to produce robust accessibility plans which cover **all** disabilities - defined as physical or mental impairments that have a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.

It is to be noted that many pupils with SEN, whether or not they have a statement of SEN or EHC Plan, will also be recognised as disabled.

There are many different templates for constructing a plan with many schools preferring to itemise short, medium and long term objectives. The Equality Act 2010 makes it clear that every school, independent, state funded and state maintained, and all FE colleges **must** make reasonable adjustments.

Reasonable Adjustments

An education provider must **make** 'reasonable adjustments' to make sure disabled students are not discriminated against. These adjustments or changes could include:

- Changes to physical features, for example creating a ramp so that students can enter a classroom; and/or
- Providing auxiliary aids and services (such as extra or specialist support and equipment).

St Clement's and St John's CE Infant School Accessibility Plan: School Year 2021-22

Development Area	Targets	Strategies	Outcome and By When	Coals Achieved
Curriculum delivery	Classroom are organised for disabled pupils.	Guidance from specialists (Educational Psychologist/OT/Physio) taken into account for arranging classrooms to maximise benefit to disabled pupils.	Monitoring indicates disability/SEN taken into account in organising the environment for learning, for example seating arrangements, lighting,	Disabled pupils able to access learning environment more effectively.
Curriculum delivery/ delivery of materials in other formats.	<p>Personalised targets set by classroom staff on Edukey Provision Map with additional time requirements in practical work understood and planned for.</p> <p>Diagrams described and read out loud.</p> <p>Personal copies of slides and diagrams available to pupils.</p> <p>Worksheets produced in at least size 12 font or</p>	<p>SEND information available to all staff and further training on implementation and differentiation of curriculum required.</p> <p>Use of staff involved in SEND or other specialist training: Named people to consult following training.</p> <p>Advice from Hearing or Visual sensory support services.</p>	Ongoing monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupils.	Disabled pupils able to access curriculum more effectively.

	enlarged to A3 where appropriate			
School design for disabled pupils.	All areas accessible to disabled pupils.	Strategic discussions with Trust on school campus, 'rationalisation plan' incorporates school prioritised disabled access points as an integral part of rebuild improvement works.	Plans drawn up show clearly how disabled access will be undertaken. All new buildings will be fully disability compatible.	Spread out nature of school reduced. Disabled pupils able to access all physical areas without difficulty.
School design for disabled pupils.	Signs clear and understandable for visually impaired. Comprehensive evacuation plan in case of fire.	Replacement of signs takes account of appropriate colour schemes/size for signs. Seek advice from fire service to identify issues related to evacuation of pupils with specific disabilities.	New signs clear and updated as required. Plan discussed and agreed with all staff. Where appropriate individual pupils also informed.	Fire drills have successfully incorporated the plan.
Auxiliary aids and services.	Medical conditions policy reviewed and updated.	Input from school nursing service. Relevant staff identified and trained. Sensory support service, physiotherapist and occupational therapist	Policy disseminated to all staff.	All pupils with medical conditions are supported. Disabled pupils can use adaptive keyboards and specialised software to access the curriculum.

		provide input as to appropriate IT equipment and software.		
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