



NEWLAND
ST JOHN'S
C OF E ACADEMY

Accessibility Plan April 2016

At Newland St John's CE Academy we are committed to an inclusive curriculum and to increasing the access to the school's facilities for all by:-

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school
- Ensuring that the school is suitable for disabled adults to visit or work in
- Improving the delivery of information to pupils/adults with disabilities

A person has a disability if he or she has a physical or mental impairment that has a substantial and/or long-term adverse affect on his or her ability to carry out normal day-to-day activities.



Audit of Existing Achievement / Provision

1. Physical

- Wheel chair access to all ground floor areas
- Floor coverings to all areas suitable for wheel chair use
- Audible fire alarm
- Classroom areas carpeted to improve acoustics
- Hall curtained to improve acoustics
- Some specialist accommodation for 1-1 and small group work
- Toilets available for disabled pupils and adults
- Disabled changing facilities

External

- Designated disabled parking space in car park
- Ramp in to all external doors

2. Curriculum

- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information given to all staff
- TA deployment to cover a mix of curriculum needs
- Special arrangements made for SATS (extra time applied for, use of amanuensis)
- Specialist resources available to support specific needs(scissors, ICT equipment, clever fingers kit)
- Regular meetings with parents / carers
- Class Buddy system to support vulnerable pupils
- Specialist support for learning
- Pastoral and inclusion support – social skills training, friendship groups



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Goals and Targets

Curriculum Accessibility

Target	Action needed	Responsibility	Time Scale	Available resources	Success Criteria	Arrangements for monitoring and evaluation of overall effectiveness
1. Increase the extent to which disabled pupils can participate in the school's curriculum	Specific training for 1-1 TAs in e.g. dyslexia, dyspraxia, epilepsy and sensory difficulties	Inclusion Manager	Ongoing	Staff Development budget	Staff confident to support individual pupils Improved staff expertise	Ongoing monitoring and evaluation by management team
2. Setting suitable learning challenges	Groups of children following IEPs, motor skills programmes and S & L programmes.	Inclusion Manager Staff	Ongoing evaluated 6 monthly	SEN budget	Improved skills for these children	Data analysis
3. Responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.	Seek relevant advice to enhance curriculum for HI. and PD pupils	Inclusion Manager Staff	Ongoing	Staff Development budget	Improved access for specific pupils Improved Knowledge and expertise	Participating staff and Inclusion Manager
	Purchase additional resources	Inclusion Manager	Ongoing		Resources purchased & in use	Inclusion Manager



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C OF E ACADEMY

	When curriculum policies are updated check in respect of inclusion	All staff / Governors	Ongoing		Policies reflect inclusive practice	Inclusion Manager Governor
	Enhanced pastoral support for specific pupils	All staff	Ongoing		Reduced number of exclusions	SLT
	Work differentiated in pace, style and content	All staff	Ongoing		Children achieve at their level	Headteacher planning scrutiny - observations
	More information to be displayed visually whenever possible	All staff	Ongoing		Staff understand the need for a broad range of teacher styles and strategies	SLT



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Physical Accessibility

Target	Action needed	Responsibility	Time Scale	Available resources	Success Criteria	Arrangements for monitoring and evaluation of overall effectiveness
Progressive planned improvements to the physical environment of the school to improve accessibility	Blinds fitted to all classrooms Highlight all step edgings Install sound field system in hall	Headteacher / Premises committee	Spring 2017	LA/School budget	Improved independence & safety (PD) Improved acoustics(HI)	Premises committee of Governing Body



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C OF E ACADEMY

Provision of Information

Target	Action needed	Responsibility	Time Scale	Available resources	Success Criteria	Arrangements for monitoring and evaluation of overall effectiveness
Improve the delivery to disabled pupils and adults of information which is provided in writing for people who are not disabled.	Information about the school available in large print or on computer disc on request	Head/ Inclusion Manager	Ongoing		Register of use of service and satisfaction survey	

Review April 2020