

St Saviour's Church of England Junior School

Accessibility Plan

February 2025

Christian Vision

St. Saviour's fosters a strong sense of community and belonging. We instil a sense of calmness within our school environment, just as Jesus calmed the storm, which we believe extends into the wider community. Our progressive curriculum exposes children to new experiences which gives every child the opportunity to achieve their potential. Through these principles, we seek to create an inclusive and supportive space where all individuals feel valued and journey with us through the storm and calm of life.

Christian Values

Christian values inform our actions and thoughts on a daily basis.

Community, Consideration, Courage

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

How is this policy a reflection of our vision?

We want all children to have a strong sense of belonging to our Christian community. Accessibility, or lack of would act as a barrier to this sense of belonging and potentially reinforce feelings of being 'different' for members of our community. We want children to achieve their full potential and they cannot do this if they are worried about getting around the school.

Introduction:

The SEN and Disability Act 2001, extended the Disability Discrimination Act 1995, (DDA) and was further enhanced and modified by the Equality Act 2010 to cover education. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society. Under the Equality Act, Disability is a specific, 'Protected Characteristic'.

Responsibilities for the school under these acts with respect to disability are largely as follows:

Not to treat disabled pupils less favourably for a reason related to their disability

To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage

To plan to increase access to education for disabled pupils

As well as our pupils and staff we must make sure that other people who visit or use St. Saviour's Church of England Junior School can use our facilities with ease. We want to provide an accessible and comfortable place for everyone who uses it.

Current Arrangements:

St. Saviour's Church of England Junior School Accessibility Policy – Working together.

We will not presume to understand the best way to provide for different needs. Our Accessibility Plan encourages people to discuss with us disability considerations with respect to their child or themselves, in order that individual plans can be put in place. This will ensure that they can be given the most effective opportunity and access. This will be done through transition meetings, parent consultation meetings and through both formal and informal meetings with the school. However, it remains our policy to have due regard to accessibility for all with respect to any decisions made affecting accessibility and the policies therein.

Physical Access to buildings and classrooms.

The physical access to the school has always been good with the completion of the building in 1995. This single level building was constructed having full regard for accessibility and includes suitable entrances/exits, wide wheel chair friendly classrooms, passages and doorways. The building also incorporates an accessible toilet.

In December 2009 a large extension was added to the existing building known as 'The Garden Room'. This was fully DDA compliant and included a large wheelchair accessible toilet.

'The Lodge' is an outside cabin added in the summer of 2012. It is a multi-purpose space for meetings, one to one counselling, coffee mornings and play therapy. In addition to steps leading from the main path, a sloped ramp was included in the design enabling wheelchair access.

The garden area and playground are also fully accessible with no restrictions as these are level with the main school building. There is a slope to the environmental area.

Access to the field has been improved with astro-turf being fitted to the pathway, reducing mud. Accessibility for a wheelchair user would need to be enhanced, and should the need arise, a sloped path would be constructed from the playground to join the path.

Work has been completed to improve wheelchair access to classrooms by widening an external classroom door in one classroom per year. A dedicated yellow badge drop-off parking space has been marked for a specific family by the main school entrance.

At the start and end of school days, our Headteacher, Deputy Headteacher and Family Liaison Officer are generally available on one of our gates. During this time, they can informally meet with families and address questions or concerns. This arrangement means that parents / carers do not have to physically enter the building if they are unable or do not wish to. SLT and FLO will also carry out home visits and or online meetings for identified families, if this helps the child. We also communicate with parents via: the school website and social media accounts, emails, texts, posters, letters home, phone calls, coffee mornings, postcards home, end of day handover, briefing meetings and assemblies.

If parents do not speak or understand English, the school will either arrange an interpreter, use online tools or ask if the family can bring a friend / family member who can translate. School staff understand that, for some families, schools might be threatening institutions or be associated with their own bad memories or even trauma. We work hard to be friendly and open to all families to build mutual trust.

Evacuation Procedures

The school's fire and evacuation policy lays down basic procedures for the safe efficient evacuation of the school

buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and could be set out in the individual plan for the pupil; personal evacuation plans are in place for several named children.

The current evacuation assembly point is the school playground.

Curriculum Access – Teaching and Learning

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream primary school we cannot replicate the range of support and resources that a local authority can provide and in particular a specialist setting. We will however, do everything in our power to make reasonable adjustments to support pupils with a range of disabilities including, sight and hearing, physical disability as well as learning difficulties of varying degrees. Decisions are to be taken on an individual basis with due regard for a child's needs. Such assessments are carried out within the terms of the schools SEN policy and guidelines on assessing children with Special Educational Needs. Practical examples of this include visual timetables, dedicated workstations, specialist equipment, teaching assistant support, and timetable variations in tests.

Our teachers understand that pupils have different ways of learning and adapt their lessons to the different groups within their class. The staff are aware of the ability the school has in seeking additional support for individual children who need specialist help from external sources.

Informal curriculum

Pupils at St Saviour's Church of England Junior School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability, this has included:

Outdoor Education

Sports

Music

Clubs and activities

Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into the child's individual education plan. The suitability of any event and the need for additional support is discussed fully with the parents in advance.

Access to Written Information

We currently have a varied methodology for communicating with parents, carers and pupils, these include:

Parent information evenings and assemblies

Letters we send home with pupils about specific events and projects

Newsletters each term

Information from our web site

Use of texting service

Phoning parents when we know that they cannot read the information we send home.

Action Plans: to be activated in the event of a wheelchair user joining the school

Item/Issue	Action to be taken	Date planned for completion
Access to playing field for wheelchair users	Slope to be constructed	As required
Ensure Fire evacuation plan for wheelchair users is comprehensive and the same as for able bodied persons	Personal evacuation plans to be put in place if required.	As required. Headteacher to advise all staff including Premises Team. Headteacher to report through Premises Team.

Updated N.Bonell Feb 2025

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Policy: Accessibility Plan
Review Period: 2 years
Ratified by Governing Body: February 2025
Date of next review: February 2027