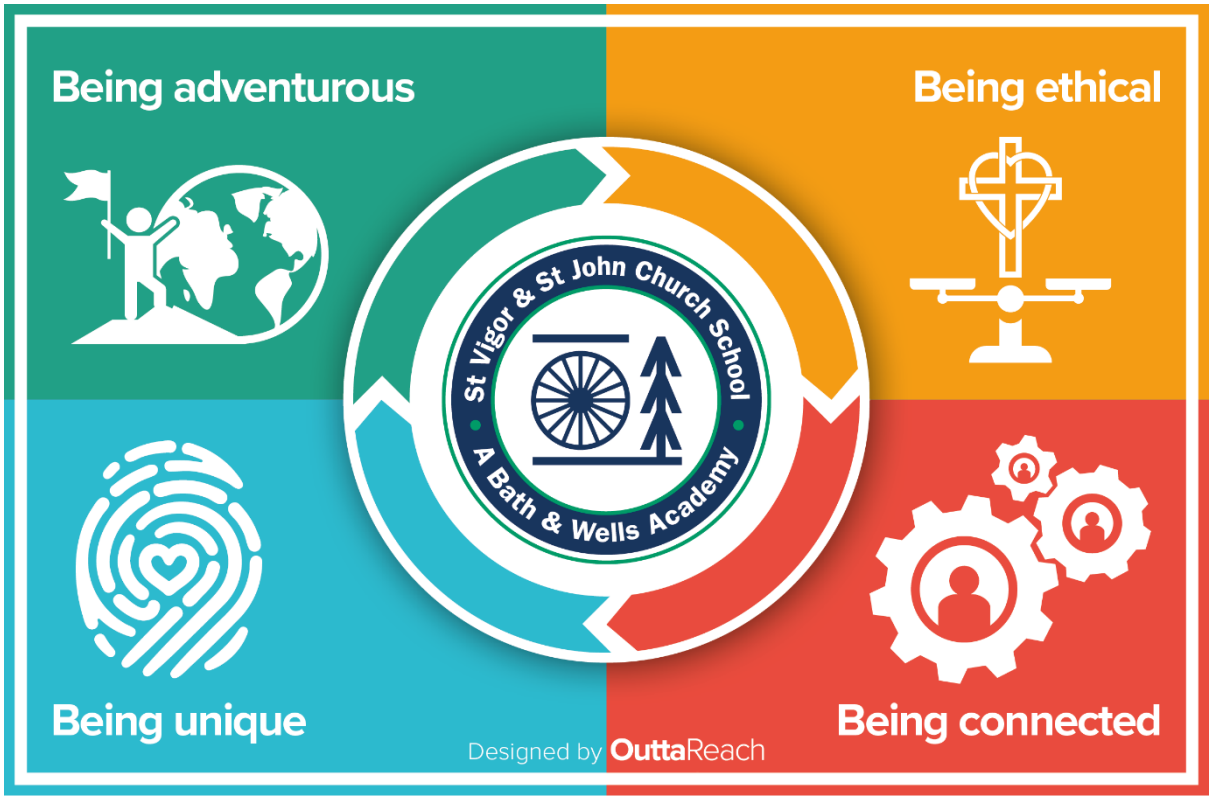


Date approved: 6/11/23

By:LGC

Next Review date: November 2026

Accessibility Policy

Introduction

At St Vigor & St John we are committed to providing an inclusive and accessible learning environment for all our pupils, staff, parents, and visitors. This Accessibility Policy outlines our approach to ensuring equal access to education for everyone, including those with disabilities or special educational needs. This policy is designed to comply with the requirements set by the Special Educational Needs and Disability Act, and the Equalities Act 2010 based on the 2014 National Curriculum in England.

Aims and Objectives

Our school aims to:
1. Ensure that pupils with disabilities or special educational needs have equal opportunities to access all aspects of education.
2. Promote inclusion and celebrate diversity within our school community.
3. Provide reasonable adjustments and support to remove barriers to learning and participation.
4. Foster a positive and supportive environment that values and respects the needs and abilities of all individuals.

Roles and Responsibilities

1. The Headteacher is responsible for overseeing the implementation and effectiveness of this Accessibility Policy.
2. The SENDCO (Special Educational Needs and Disability Coordinator) will ensure that the specific needs of pupils with disabilities or special educational needs are identified and met.
3. All teaching and support staff will receive appropriate training and development opportunities to enhance their knowledge and understanding of accessibility issues.
4. Governors will monitor the school's compliance with this policy and provide guidance and support where necessary.

Admissions

1. follows a fair and transparent admissions process that allows equal access to all children, regardless of their disabilities or special educational needs.
2. Reasonable adjustments will be made to accommodate the needs of individual pupils during the admissions process.

Physical Environment

1. The school premises will be designed and maintained to ensure accessibility for all, complying with relevant legislation and building regulations.
2. Disabled toilets, ramps, handrails, and appropriate signage will be provided to facilitate ease of movement within the school.
3. The school will regularly review and update its accessibility plan, taking into account feedback from pupils, parents, and staff.

Curriculum and Teaching Approaches

1. All pupils will have access to a broad and balanced curriculum, including appropriate differentiation and support to meet their individual needs.
2. High-quality teaching and learning strategies will be used to engage all pupils, including those with disabilities or special educational needs.

3. Staff will be encouraged to use inclusive teaching approaches, including the use of accessible resources, technology, and techniques to ensure all pupils can fully participate in lessons.

Support and Provision

1. Our SENCO will work closely with teaching staff to identify and assess pupils with disabilities or special educational needs and develop appropriate support plans.
2. Additional support, such as one-to-one assistance, small group interventions, or specialist equipment, will be provided as required.
3. Regular reviews and assessments will be carried out to monitor progress and adjust support provisions accordingly.

Partnership with Parents and Carers

1. We value the support and involvement of parents and carers, particularly in identifying and meeting the needs of pupils with disabilities or special educational needs.
2. Effective communication channels will be established to keep parents and carers informed about their child's progress, individual support plans, and available resources.

Monitoring and Evaluation

1. The school's Accessibility Policy will be reviewed annually, or as necessary, to ensure it remains up-to-date and effective.
2. Compliance with this policy will be monitored through regular internal audits and inspections from the [relevant inspectorate].
3. Feedback from pupils, parents, and staff will be actively sought and considered to continuously improve accessibility provision.

Summary of Expectations

1. Have an up-to-date Accessibility Policy that demonstrates a commitment to inclusion and equal opportunities.
2. Ensure that the physical environment is accessible and meets the needs of all users.
3. Provide a broad and balanced curriculum that supports all learners, including those with disabilities or special educational needs.
4. Make reasonable adjustments and provide appropriate support to enable pupils with disabilities or special educational needs to fully participate in education.
5. Involve parents and carers in the identification and provision of support for pupils with disabilities or special educational needs.

6. Regularly monitor and evaluate the effectiveness of the school's Accessibility Policy and provision.

By adhering to this Accessibility Policy, St Vigor & St John will fulfill the expectations set by Special Educational Needs and Disability Act, and the Equalities Act 2010 the and create an inclusive and accessible school community for all.