



**St. John's C.E. Primary School  
Friern Barnet**

**ACCESSIBILITY POLICY**

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion (see S.E.N. & Disability Act Policy)
  
2. St. John's School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. All new physical improvements to the school take into consideration the physical and sensory needs of children and adults and the school always ensures compliance with local and national expectations and regulations. The Accessibility Plan recognises that we must always consider relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school works closely with local agencies and the Local Authority to ensure that provision is appropriate and effective.
  
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
  
3. Improvements to the physical environment of the school are considered when undertaking annual site surveys. These surveys are managed by the school surveyors (Wilby and Burnett) appointed by the L.D.B.S. School Building's Team. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum
  - Equality and Diversity
  - Health & Safety
  - SEND Policy
  - Special Needs
  - Behaviour Policy
  - School Improvement Plan
  - Asset Management Plan
  - School Brochure and Mission Statement
  - Teaching and Learning plans
6. The Action Plan (Annual Site and Conditions Survey) for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by our appointed surveyors (see annual reports). It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.
7. The School Prospectus will make reference to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. The Plan should be monitored through the Standards and/or Wellbeing Committees of the Governors.
10. The school will work in partnership with the local education authority and London Diocesan Board for Schools where appropriate in developing and implementing this plan.

NOTE: The School meets the requirements of the Disability Equality Scheme and possesses a S.E.N. and Disability Act (SENDA) Policy

**Review frequency: every three years.**

**Ratified: Autumn 2022**

**Review Date: Autumn 2025**