

St Benedict's C. of E. VA Junior School

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Accessibility Plan

Agreed by:		
NAME/ROLE	SIGNED	DATE
Mr Piers Ranger/Headteacher	<i>PD Ranger</i>	January 2026
Mrs Shena Caston/SENDCO	S M Caston	January 2026

Next review due on or before:	January 2029
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The Purpose of the Plan

The plan shows how St Benedict's C of E (VA) Junior School intends, over time, to increase the accessibility of the school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

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

Areas for Consideration

1. Increasing access for disabled pupils to the school curriculum, including teaching and learning and the wider curriculum such as participation in after-school clubs or school visits.
2. Improving access to the physical environment of the school, including physical aids to access education.
3. Improving the delivery of written information to disabled pupils and in preferred formats for parents/carers when appropriate.

Contextual Information

St Benedict's Junior School has stood in its current location since 1876. The original Victorian building has been adapted and extended over time. A separate building was added in the 1980s, providing two extra classrooms, cloakrooms and toilets. The reception area and school office, and the Head Teacher's office, are on the ground floor, accessed by the front entrance of the school. Within the main building there are several sets of steps and two flights of stairs. A lift has been installed on one set of steps so that wheelchairs can go from classrooms on the ground floor to the Hall and the ICT suite. Ramps have been built so that there is access from the back entrance of the school to the playground and the main building. Automatic doors (made secure by fob operation) give access to the main building and the separate Year 3 classroom block. There is one disabled toilet near the school Office and another larger one beyond the Hall. Toilets for children in the main block are unisex (two are marked as girls only) and open directly onto the corridor. A new piece of building work was completed in 2019 creating a new room dedicated to mental health and wellbeing activities, and landscaping a courtyard area. This work also provides shelter to children accessing a Year 4 classroom through the courtyard.

Current Range of Known Disabilities

A very small number of children have intermittent difficulties with mobility, necessitating the use of crutches or wheelchair. There are a few children with vision and hearing difficulties.

1. Increasing Access for Disabled Pupils to the School Curriculum

All staff at St Benedict's are committed to improving teaching and learning for all pupils. Through self-review and Continuous Professional Development, we aim to enhance our understanding, knowledge and skills so that we can meet the needs of every child within mixed ability classes. Where appropriate, our Learning Mentor and Inclusion Manager provide extra support (working out of The Beehive, our Nurture Room) so that pupils experiencing exceptional difficulties can access a safe, calm space and emotional support. We also work with local advisory teams and Occupational Therapy to improve access and ensure our space is accessible and safe for any children with disabilities.

It is important that all children are able to participate fully in the life of the school, with the opportunity to attend after-school clubs and events. Arrangements are made to facilitate inclusion, for example a Teaching Assistant accompanying an individual to a club, or ensuring our School Minibus is wheelchair friendly.

Target	Strategies	Timescale	Responsibility	Success Criteria
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Increase the confidence of all staff in differentiating the curriculum	When planning and teaching, take account of good practice for learners with dyslexia and dyscalculia.	Ongoing	SENDCO to update staff with new information during staff meetings.	During lesson observations and drop-ins, and in children's books, accommodations for children with dyslexia and dyscalculia will be visible.
Appropriate outcomes for children with additional needs to be outlined in Assess, Plan, Do, Review (APDR) format	Use of APDR form found on Somerset Graduated Response Tool. Strengths and needs to be described; outcomes will aim to promote progress in areas of need.	Termly review	SENDCO to monitor use of APDR cycles and assist in their creation where necessary	Children and parents will have input into APDR cycles and SMART targets will be met.
Use ICT to support learning (1)	By introducing more Chromebooks, children will have regular access in the classroom to interventions such as IXL.	Ongoing and subject to budgetary constraints	Computing subject leader to distribute new Chromebooks.	Computer-based interventions will take place within classrooms daily. There will also be extra opportunities for children to create written text on the computer.
Use ICT to support learning (2)	Increase the effectiveness of Chromebooks within the classrooms by training staff on the use of facilities which will improve access of vulnerable learners to the curriculum, eg text to speech, speech to text, predictive text, spellchecker.	Ongoing	Staff to share skills and experience in staff meetings on how this is working in their classrooms.	Children will benefit from opportunities to access information or record work using specialised applications on Chromebooks. Attainment will improve as a result.
The use of hearing aids will facilitate learning for those with hearing difficulties.	Staff trained on the use and maintenance of 'Roger' system. All staff or visitors will be asked to wear the transmitter.	Ongoing	School staff, supported by monthly visits from the Hearing Support Advisory Teacher.	Children wearing hearing aids (currently 2) can access all activities, assemblies etc.

2.) Improving Access to the Physical Environment of the School

Improvements in the form of ramps and a stair lift have been made relatively recently but there are some parts of the school which are not currently accessible to wheelchair users. These include three classrooms (one Year 6 and two Year 4) in the main building. Recent changes to improve access include handrails to Year 3 classroom and out of the back of those classrooms to the enclosed garden area. Work that needs doing includes a handrail down the small flight of stairs to the Year 4 classroom.

When a pupil with a disability is admitted who needs specific equipment or arrangements, these are made in consultation with parents and any advising professionals. These are kept under review and adjustments made as necessary.

<u>Target</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Improve the accessibility of the	Install a ramp for the shallow steps leading into	As finances permit	Head Teacher, Finance and	The improvements to the building will mean that

school to those with limited mobility.	the Year 3 block. Install lifts to the two sets of steps leading to the Year 6 classroom near the front entrance, and the two Year 4 classrooms near the back entrance.		Premises Committee	children and parents with mobility difficulties will have access to more parts of the school.
Improve signage/ markings for visually impaired people	Refresh markings on steps and ensure lighting is functioning well	As required	Caretaker	Steps will be evident, reducing risk for all users but especially the visually impaired.

3.) Improving the Delivery of Written Information

<u>Target</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
All staff to be aware of guidance on accessible formats.	Ensure that where needed text is enlarged, well-spaced, and special fonts (eg Dyslexie) used.	Reviewed during dyslexia training.	Office, SENCO (for CPD), all teachers.	Teachers will consider the font and format of all material to be accessed by children and parents, and adjustments made where needed for optimal access. Pupils who are visually impaired (currently 1) will have enlarged text and access to magnifiers etc as advised by Vision Support teacher. Also sloping desk and regular access to Chromebook.
Improve provision of interactive whiteboards so that information presented to classes is clearer.	Replace old interactive whiteboards as finances permit.	Ongoing and subject to budgetary constraints	ICT leader to arrange purchase and installation.	Material available via the computer will be highly visible and more interactive, enhancing the learning of all pupils.

S Caston
SENDCO