



St John's C of E Primary School



ACCESSIBILITY PLAN 2025-2028

1 Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St John's C of E (VC) Primary School, our vision *"Learn Together, Achieve Together, Celebrate Together – and let your light shine"* (Matthew 5:16) underpins every aspect of school life. We are a caring, inclusive Christian community where every child is known, valued and encouraged to flourish academically, socially and spiritually. Our mission is to enable all children to achieve their true potential within an environment rooted in the Christian values of Respect, Responsibility, Kindness, Truthfulness and Perseverance.

At St John's, we believe that every learner is entitled to benefit from access to a rich, varied, challenging and inspiring curriculum which takes account of unequal starting points and is provided irrespective of age, disability, religion or beliefs, ethnic background or gender, enabling each individual to fulfil their potential to the highest possible standard. The school has due regard to the three main aims of the Public Sector Equality Duty and to the implications of the Equality Act 2010 in all decision-making. We are committed to removing barriers to learning and participation so that all pupils—whatever their background, ability or need—are welcomed, supported and enabled to succeed as part of our school community.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

- Staff receive ongoing training related to accessibility, SEND and inclusive practice.
- We engage in regular SENCo cluster meetings and maintain links with other schools to share knowledge and good practice.
- Staff are encouraged to raise concerns and suggest improvements related to accessibility, which are then fed into future planning.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school. The school consults with parents, carers, staff and relevant professionals when new accessibility needs are identified. We work in close partnership with the

Local Authority and other external agencies, including health services and specialist educational providers, to meet the needs of individuals.

2 Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3 Links with other policies

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching, Learning and Curriculum Policy
- Health, Safety and Wellbeing Policy
- Equality information and objectives
- Inclusion Policy
- SEND Information Report
- Administering Medicines Policy

It may not be feasible to complete all of the planned targets during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website, and paper copies are available upon request.

4 Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|---|--|---|--|--|---|
| <p>Improve and maintain access to the physical environment</p> | <ul style="list-style-type: none"> The school site includes two floors, extensive grounds, and a generally accessible ground floor with wide corridors and clutter-free routes. Although there is no lift access to the upper floor, alternative arrangements are made if access to Key Stage 2 is required. Ground-floor classrooms have external exits with ramps available for steps. The main entrance provides level access. Designated disabled parking bays is located in the car park A large accessible toilet is available on the ground floor (by Year 1); all classrooms have access to nearby standard toilet facilities. Pupils with physical needs are supported through tailored access arrangements. Individuals with hearing or visual impairments are supported through environmental awareness and adapted communication. Regular audits ensure the physical environment remains accessible and improvements are identified. | <p>Ensure the physical environment continues to meet the needs of pupils, staff and visitors with disabilities or access needs.</p> <p>Ensure the school is aware of, and responds to, the access needs of staff, parents, governors and visitors.</p> <p>Maintain safe, accessible and visually supportive learning environments across the school.</p> <p>Promote a healthy, accessible environment through continued engagement with the Healthy Schools framework.</p> | <p>1. Ongoing review and adaptation of the physical environment</p> <p>Conduct regular accessibility audits and ensure identified actions are incorporated into site planning and maintenance.</p> <p>2. Monitoring and responding to access needs of the school community</p> <p>Maintain systems for gathering, recording and responding to the access needs of staff, pupils, parents, governors and visitors.</p> <p>3. Maintain safe, accessible and visually supportive learning spaces</p> <p>Review indoor and outdoor learning environments to ensure they remain safe, uncluttered, accessible and appropriately stimulating.</p> <p>4. Promote health and wellbeing through Healthy Schools work</p> <p>Continue engagement with Healthy Schools initiatives to support an environment that promotes physical and emotional wellbeing.</p> | <p>Site Manager, SLT, SENCo</p> <p>Headteacher, SENCo, Site Manager, Admin/Office Team</p> <p>Class Teachers, LSAs, SLT, Site Manager</p> <p>RSHE Lead, PE Lead, SLT</p> | <p>Annual audit + ongoing adjustments as required</p> <p>Ongoing, reviewed annually</p> <p>Ongoing, with termly environment walks</p> <p>Annually, with progress reviewed each academic year</p> | <ul style="list-style-type: none"> Audit actions completed within planned timeframes. Physical environment remains safe and accessible. Adjustments documented and reviewed. Access needs are identified promptly and responded to appropriately. Staff and visitors report feeling supported. Records kept up to date. Learning spaces are uncluttered, accessible and supportive of all pupils. Environment monitoring identifies no significant barriers. Healthy School status maintained. Evidence of health and wellbeing initiatives supporting accessibility. |

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|--|---|---|---|---|---|---|
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Information is adapted to meet individual needs and communication preferences.</p> <p>Alternative formats (e.g. enlarged print, simplified text, visuals, verbal explanation) are provided within a reasonable timeframe.</p> <p>Staff are aware of accessibility needs and adjust communication accordingly.</p> <p>Pupils with communication difficulties are supported to express their views and participate in school life.</p> <p>Collaboration with parents ensures information about disabilities, medical needs and access needs is accurate and up to date.</p> <p>Access arrangements and communication approaches are reviewed during accessibility audits and SEND reviews.</p> | <p>Ensure that written and verbal information is accessible to pupils, parents and visitors with disabilities or communication needs.</p> <p>Ensure pupil records relating to disability, medical needs and access requirements are accurate, up to date and shared appropriately.</p> <p>Ensure all statutory policies reflect inclusive practice, accessibility expectations and the Equality Act 2010.</p> | <p>1. Improve access to written and verbal information</p> <p>Review and adapt school communication formats (letters, newsletters, signage, website, classroom resources) to ensure accessibility for pupils, parents and visitors who require alternative formats.</p> <p>2. Maintain accurate and accessible disability and medical records</p> <p>Ensure systems for collecting, updating and sharing relevant pupil information enable staff to support pupils effectively and consistently.</p> <p>3. Ensure policies reflect inclusive and accessible practice</p> <p>Review statutory and key school policies to ensure they meet the requirements of the Equality Act 2010 and reflect inclusive communication and information-sharing procedures.</p> | <p>SLT, SENCo, Office/Administration Team, Class Teachers</p> <p>SENCo, Admin Team, Class Teachers, SLT</p> <p>Headteacher, SLT, Governing Body, Policy Leads</p> | <p>Annually, with adaptations made as needed</p> <p>Ongoing, formally reviewed termly or if needs change</p> <p>In line with policy review cycle (typically annually or biannually)</p> | <ul style="list-style-type: none"> • Parents, pupils and visitors receive information in accessible formats when required. • Feedback indicates improved clarity and accessibility. • School communication meets Equality Act expectations. • Records are up to date, accurate and securely shared with relevant staff. • Staff report confidence in accessing necessary information. • Adjustments are implemented promptly when needs change. • Policies include clear statements about accessibility and inclusive communication. • Governors confirm compliance with statutory duties. • Policies support consistent expectations across the school. |