



Accessibility Plan Spring 2025-2028

Links with other policies

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Approved and Authorised by:

Signed: *SM Bowyer* **Headteacher**

Signed: *L Jones* **Chair of Governors**

Date: **12th March 2025**

Date for Review: **Spring 2026**

'I have come in order that you might have life—life in all its fullness.' John 10:10

Dedication - Courage - Joy

1. Aims

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.

We are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, 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.

Our school plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff.
- Governing Board
- External partners.

This plan is reviewed biannually to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

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. 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	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a adapted curriculum for all pupils and staff are trained in delivering adaptive teaching • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Staff training to increase skills • Contact with external agencies to see specialist advice where needed. 	<p>All educational visits are planned to ensure the participation of the whole range of pupils</p> <p>Meet the individual needs of pupils during statutory testing</p>	<p>Staff to ensure that all venues and transport are assessed for suitability. Risk assessments to be agreed before any visit can take place.</p> <p>Children are identified early and given the right intervention where necessary to ensure that they are prepared for all statutory testing in place. Where necessary, children are rigorously assessed and support, such as extra time or a scribe, are applied for and in place when needed.</p>	<p>Ongoing</p> <p>Leading up towards all statutory testing</p>	<p>All children are given the opportunity to access the curriculum in full.</p> <p>Children with specific needs to be assessed and provided with the correct support during testing. This may be additional time, scribe, 1:1 reader or modified tests e.g. enlarged print.</p>

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Step-free access to the building • Automatic main entrance door to the school office area • Elevators to access the first-floor areas • Corridor width • Disabled parking bays • Disabled toilets • Disabled toilet assistance alarms 	<p>Review the possibility of creating a further disabled space in the main car park.</p>	<p>Evaluate the current car park and assess the needs of the space, cars and visitors to decide if the signage and access from the disabled spaces is adequate.</p>	<p>Spring 2025</p>	<p>The disabled parking spaces will be available for use by disabled staff / visitors to school</p>
		<p>Review the changing provision for children with medical/additional needs, based on advice from Occupational Therapy.</p>	<p>Consult with Occupational Therapist on how to improve the changing provision for children and apply for funding to make the proposed changing, e.g. height adjustable changing table.</p>	<p>Autumn 2025</p>	<p>The school has adequate changing facilities to enable children to be changed safely.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage the include visual pictures in places. • Large print resources where required • Pictorial or symbolic representations • Seeking advice from external services (e.g. visual and hearing impairment) 	<p>Ensure that the website is informative and up to date.</p> <p>Provide children and families with access to safeguarding and wellbeing support.</p>	<p>Ensure that the website is audited efficiently using tools such as 'TheKey', so that all legal requirements are up to date.</p> <p>Ensure the website has accurate information regarding safeguarding and well being to support families and that children have access to further support in school where necessary.</p>	<p>Ongoing</p> <p>Spring 2025</p>	<p>St. John's will be consistently compliant, with a true transparency between parents and school.</p> <p>Children and families to feel supported with wellbeing.</p>
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4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board.

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