

# St. John's CE Primary Academy – Accessibility Plan

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.

St. John's CE Primary Academy, hold the core values of “respecting and responding”, and it is through these values we treat all members of our school community, building positive relationships where each person is welcomed, respected and valued as an individual. We aim to address any barriers, making access to education a priority for all.

## Aims

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

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

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. Working alongside Local Authorities and advisory bodies to ensure that as a school, we can best understand the needs of an individual from professionals that have first-hand experience of what additional requirements may be needed to make the school inclusive for all parties in a positive manner.

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

We have included a range of stakeholders in the development of this accessibility plan including Parents/Carers, Pupils, Staff and Governors. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

## 1. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Action plan

Aim	Current good practice Include established and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our School offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including any with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Staff will be trained specifically for individual needs such as complex medical needs if required.</p> <p>Access to the curriculum should be for all pupils and not dependent upon social, economic and individual needs.</p>	<p>Review to ensure the school has adequately trained members of staff.</p> <p>Review care plans and assessments when appropriate</p>	<p>SLT</p> <p>SLT</p> <p>SENCo</p> <p>SLT</p>	<p>Ongoing</p> <p>Half-termly</p>	<p>Appropriate certification of staff training to meet the demands of pupils individual needs when required.</p> <p>Teachers providing appropriate and targeted educational materials per year group/individual.</p> <p>Documented progress</p>

Improve and maintain access the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays •</li> </ul> <p>Disabled toilets and changing facilities/ Unisex toilets</p>		<p>Entrance steps to be clearly marked for the visually impaired</p> <p>Disabled parking bay clearly marked</p> <p>Access to C2/3 via fire doors in KS2, if wheelchair access was needed the classrooms would be relocated to accommodate the child's progression</p>	<p>SLT</p> <p>SLT</p>	<p>November 2025</p> <p>Reviewed on an individual need's basis.</p>	<p>All resources are accessible for every pupil to use.</p> <p>Children are placed in the correct academic year.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Documents to be translated and produced in a suitable format.</p> <p>Internal Signage Lessons modified to be inclusive e.g. worksheets printed in a larger format, or use of a microphone.</p>	<p>Prospectus translated if required or produced in a different format to make it easily accessible.</p> <p>Additional signage around School if required.</p> <p>Class teachers to adapt lesson plans and modify equipment used if necessary.</p>	<p>Head teacher/ Bursar</p> <p>SLT Teachers/SLT</p>	<p>Produced/Adapted upon request.</p>	<p>All barriers to learning are reduced and the safety and wellbeing of the school community is at the heart of our delivery of education.</p>

Improve and maintain access to the physical	The environment is adapted to the needs of pupils as required.	Ensure pathways are clear from obstruction both internally and externally.	Clear access to certain classes at certain times in the	SLT/bursar	Oct 2026	Corridors and pathways will be free from children's
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## 1. Monitoring arrangements

This document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

It will be approved by our governing body and audited by SLT.

Links to other policies:

- Positive behaviour policy,
- Equality Policy
- First Aid Policy
- H&S policy
- SEND policy