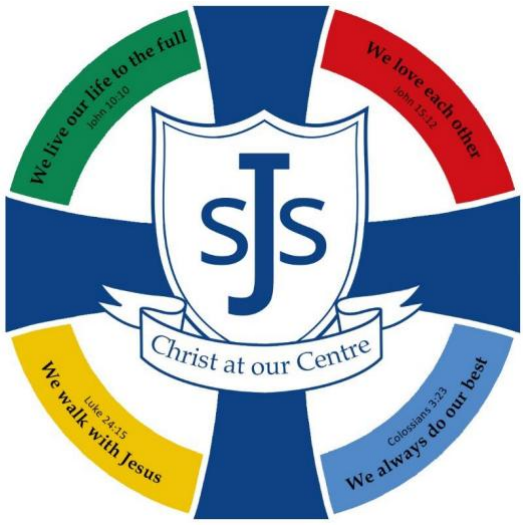


Accessibility Policy & Plan

Date written: October 2026

Date agreed and ratified by Governing Body:

Date of next review: September 2027

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 disabled pupils can participate in the curriculum
- Improve the 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

St John's Catholic Primary 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.

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.

We have included a range of stakeholders in the development of this accessibility plan including: parents, staff and governors of the school.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3,Contextual Information

St John's Catholic Primary School is of double storey construction. In addition to the main building, there is a separate building. Our main entrance to the school has a ramp for wheel chair access. A Disabled toilet is available next to the school office/ reception lobby in the main school building. We have an internal lift to our year 6 classes. At present we have one child with a walking frame however no parents or members of staff who are using a wheel chair.

Current Range of known disabilities
The school has children with a range of disabilities that include:

Severe learning disabilities. - Moderate learning difficulties, Specific Learning difficulties, Hearing impairment, Epilepsy, Diabetic, Amputation of lower limb, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder.

4. Action plan

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

The Accessibility Plan is structured to complement and support the school's Equality Policy and the SEND Policy, both of which can be accessed via our website.

Access to Information
Process for Identifying Barriers
• Feedback from pupils, parents and other sectors of the community • Feedback from external agencies • SEND Reviews and Focus Group • Impact of communication in ensuring pupil and parent understanding and participation
Summary of progress to date
• Changes to how learning information is shared at parent consultations and in school reports – translators for meetings • Quality transition information communicated between teachers / schools • School website allows easier access to information- updated website
Monitoring of Plans: Plans to be monitored by the Headteacher, Governing body.

AIM	ACTIONS TO BE TAKEN	TIMESCALE	CURRENT PRACTICE	PERSON RESPONSIBLE	SUCCESS CRITERIA/ FUTURE PLANNING
Improving access to the physical environment					
School will respond to the specific needs of disabled children if and when they join the school. This includes: safe evacuation in emergencies.	Create access plans for individual disabled children as part of Personalised Plans. Put in place Personal Emergency Evacuation Plans for all children (PEEP) as required for a disabled child or temporarily disabled.	As needed	Classroom nearest the playground for quick evacuation in case of fire for child with walking frame. Disabled toilet available and ramps to access the school	Inclusion team.	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs
Improving access to the curriculum					
Increase confidence of staff in differentiating the curriculum	Twilight from STLS on how to support children with specific needs and classroom environments	Ongoing	Staff are allocated a line manager, CPD opportunities are imbedded in these and staff are aware to approach if any training needs should arise	SENCO/SLT	Raised confidence of staff in strategies for differentiation and increased pupil participation

School will respond to the specific needs of disabled children if and when they join the school. This includes: participation in after school and lunch time activities and developing links with local special schools to improve understanding of the curriculum.	Talking with parents of children with disabilities to gage their interests and sign post parents to appropriate clubs that the school and outside clubs offer.	As needed		All staff/ SENCO	Disabled children confident and able to participate equally in out of school activities. Increased confidence of staff in developing their curriculum area accessibility.
Interventions effective and addressing the needs of individual children	Inclusion team to audit current interventions and their success impact, have STLS to support with upskilling our TAs	On going	We have skilled TAs running speech and language programs, Math's programs and phonics TAs	Inclusion team	Children who need additional support are receiving the correct interventions help them progress further at their level.
School to ensure all children can access educational visits.	Risk assessments to be completed prior to educational visit ensuring it is accessible to all who are partaking in the visit.	ongoing	Additional adults support of educational trips t	All staff Inclusion Team	All children will be able to access educational visits successfully
Improving access to information					

Review information to parents/carers to ensure it is accessible	Ask parents/carers about their access needs when child is admitted to school. Produce newsletter in alternative formats e.g. large print and other languages if needed.	Ongoing		HT/ School office manager	All parents getting information in format that they can access e.g. large print
Ensure school website contains all statutory elements and develops as a means of communication	Audit the school website and amend as needed	Ongoing	Members of staff in school now trained on the website to deliver changes quickly	HT/ SENCO/ Governor	School website meets statutory requirements. Continuously improving access to information.
Update SEND Information Guide (as part of the SEND policy)	SEND information guide, made available to parents on the school website	Ongoing	Integrated as part of a new policy on the school website	SENCO	Increased confidence of parents of disabled children and those with SEND to support their children's education
To gain access to translators / interpreters	To work with parents/carers that are non-English speakers to support them in meetings	As and when required		SENCO/ HSSW	Increased participation and understanding of the school's and child's needs

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 body.