



Inspired by yesterday, Learning today, Leading tomorrow

Accessibility Plan 2025-28

Statement of Intent

St John's Primary School is committed to ensuring that every child can access a full, rich and ambitious education. Our values — **Perseverance, Ambition, Curiosity and Kindness** — guide our approach to inclusion and shape the way we remove barriers for pupils, staff, parents and visitors.

We aim to take all reasonable steps to ensure that individuals with disabilities are not placed at a disadvantage and that our school environment, curriculum and communication systems are accessible to all. We work closely with families and external agencies to identify needs early and respond effectively.

This Accessibility Plan sets out the actions we will take over the next three years to improve access to:

1. The curriculum
2. The physical environment
3. Information

This plan applies to all members of the school community.

1. Legal Framework

This plan meets the requirements of:

- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Children and Families Act 2014
- SEND Regulations 2014
- Human Rights Act 1998
- Education Act 1996
- DfE *"The Equality Act 2010 and Schools"*
- SEND Code of Practice (2015)

It should be read alongside:

- SEND Policy
- Equality, Equity, Diversity & Inclusion Policy
- Behaviour and Relationships Policy
- Curriculum Policy
- Supporting Pupils with Medical Conditions Policy
- Health & Safety Policy

- School Development Plan

2. Definitions

A person has a disability if they have a physical or mental impairment that has a substantial, long-term adverse effect on their ability to carry out normal day-to-day activities.

Indirect discrimination occurs when a policy or practice applies to everyone but places a person with a protected characteristic at a disadvantage, and cannot be justified as a proportionate means of achieving a legitimate aim.

Protected characteristics include: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy/maternity, marriage/civil partnership.

3. Roles and Responsibilities

Governing Board

- Ensures the school meets its statutory duties.
- Approves and monitors the Accessibility Plan.

Headteacher

- Leads the development and implementation of the plan.
- Ensures staff are aware of pupils' needs.
- Works with families and external agencies.

SENCO

- Advises on SEND provision and reasonable adjustments.
- Supports staff in meeting pupils' needs.
- Oversees accessibility-related information and assessments.
- Works with families and external agencies.

All Staff

- Follow the Accessibility Plan.
- Make reasonable adjustments in teaching and practice.
- Ensure no pupil is discriminated against due to disability.

4. Accessibility Plan (2025–2028)

This plan focuses on three key areas:

- A. **Access to the curriculum**
- B. **Access to the physical environment**
- C. **Access to information**

A. Increasing Access to the Curriculum

Objectives

- Ensure all pupils can participate fully in lessons and enrichment.
- Strengthen adaptive teaching and inclusive practice.
- Ensure staff understand and respond to individual needs.
- Embed school values into inclusive approaches.

Actions

- Provide CPD on adaptive teaching, sensory needs, communication strategies and SEMH support.
- Ensure pupil passports, provision maps and EHC plan information are shared with relevant staff.
- Review curriculum materials for accessibility (e.g., large print, simplified text, visual supports).
- Adapt PE, outdoor learning and practical subjects to ensure full participation.
- Ensure extracurricular activities, trips and clubs are accessible to all pupils.

Success Measures

- Increased participation in lessons and wider school life.
- Positive feedback from pupils and families.
- Evidence of inclusive practice in lesson visits and planning.

B. Improving the Physical Environment

Objectives

- Ensure the school site is accessible, safe and welcoming.
- Anticipate future needs of pupils and families.

Actions

- Conduct an annual accessibility audit with SENCO and site manager.
- Improve signage, visual contrast and wayfinding across the site.

- Maintain accessible toilets and ensure privacy and dignity.
- Review classroom layouts to ensure wheelchair access and safe movement.
- Ensure playground equipment and outdoor spaces support inclusive play.

Success Measures

- Audit outcomes show improved accessibility.
- No reported barriers to physical access.
- Positive feedback from pupils, staff and visitors.

C. Improving Access to Information

Objectives

- Ensure written and digital information is accessible to all.
- Provide alternative formats when needed.

Actions

- Offer key documents in large print, simplified language or audio on request.
- Ensure the school website meets accessibility standards.
- Provide visual timetables, communication boards and symbol-supported materials where needed.
- Ensure letters and communications are clear, jargon-free and available in alternative formats.

Success Measures

- Families report improved access to information.
- Staff consistently use accessible communication tools.

5. Equal Opportunities

St John's is committed to ensuring that all pupils have equal access to opportunities, including clubs, trips, performances and leadership roles. Reasonable adjustments will be made to ensure full participation.

Staff will be aware of pupils who may be at a disadvantage due to SEND and will take appropriate steps to support them.

6. Admissions

St John's applies the same entry criteria to all pupils. Reasonable adjustments will be made in advance of a pupil starting school to ensure they can access all aspects of school life.

Transition meetings will be offered to families of pupils with SEND to discuss needs and provision.

7. Monitoring and Review

- This plan will be reviewed annually by the headteacher, SENCO and governing board.
- A full update will be published every three years.
- Equality impact assessments will be undertaken when relevant policies are reviewed.