St John's Church of England Primary School

Accessibility Plan

Date Approved:	Autumn 2026
Headteacher:	Ms Anna Pyatt
Chair of Governors:	Mr Paul Ramsey
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Love, Respect, Value

St John's Church of England Primary School is committed to high expectations for all and to embracing equality.

This policy should be read in conjunction with the Equality Statement, Inclusion Policy, SEND Policy, Health and Safety Policy and the Behaviour Policy.

Statement of Intent

At St. John's, we grow in love and respect, practising our key values in all that we do. This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our children learn within and beyond the classroom. These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

We aim to take the necessary steps to ensure that every young person is given equal opportunity to develop socially, to learn and to enjoy life in our school community. At St John's C of E Primary School we see every child as a unique child of God and we aim to support all children with a disability while building for independence.

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

a) He or she has a physical or mental impairment.

b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Context

Under the Equality Act 2010 all schools must have an Accessibility Plan. The effect of the laws mean that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils.

Aims

The aims of the plan are:

• To increase access to the curriculum for children with disabilities

• To improve the delivery of information to children and all stakeholders with a disability

• To improve access to the physical environment of the school

School Access Action Plan 2026-2027

Access to the curriculum

Target	**Strategies**	**Timescale**	**Responsibility**	**Outcome**
To continue to build on staff confidence when planning for children with complex SEND needs.	Staff Training Monitor planning Reviews and discussion during pupil progress. Discussions during Assess, Plan, Do, Review Meetings.	Ongoing	SENCo	Staff demonstrate increased confidence in supporting pupils with SEND, with evidence of effective strategies and reasonable adjustments in classroom practice, planning and pupil participation. All staff to feel confident in planning for all children as part of 'Quality First Teaching' and for one to one adults working with those with exceptional needs. Evidence of "Reasonable Adjustments' and differentiation in place.
Develop the confidence of staff delivering interventions.	Staff Training	Ongoing	SENCo	Staff demonstrate increased confidence in supporting pupils with SEND, with evidence of effective strategies and reasonable adjustments in classroom practice, planning and pupil participation. Training for specific needs when required. For example: English as Additional Language (EAL) training, Zones of Regulation and other specific training.

				Planning and work scrutiny.
To ensure that the curriculum caters for different genders, disabilities and cultures	Review books in library and classroom Review foundation curriculum subjects Curriculum and SEND teacher training.	Ongoing	SENCo and subject leaders	Books aimed at different genders and cultures are available in school. Topics aimed at different genders/cultures/ disabilities evident in the curriculum. Wider curriculum reflects the diversity of our school community.
Support the children who are new to English.	Use of adults who speak the language to support the children.	Ongoing	EAL Leader	Children who are new to English have access to support from an adult within the school who speaks their first language, where possible.
Ensure that classroom environments are accessible.	Environments not overloaded with sensory items. Use of labels and widgets for items around the school. Use of widgets in teaching slides.	Ongoing	Class Teachers	Classroom environments cater to the needs of the specific children in that class. They may include quiet zones and workstations, where appropriate. Sensory audits are completed based on individual children's needs.
To identify and reduce environmental barriers that may affect pupils' sensory regulation and access to learning.	Complete sensory audits where individual needs or environmental concerns are identified. Review noise, lighting, displays, movement around classrooms and access to quiet spaces. Implement and review agreed adjustments.	Ongoing	SEND team / Class teachers / SLT	Environmental adjustments are identified and implemented where appropriate, supporting pupils' comfort, regulation and access to learning.

Develop the use of assistive technology to improve access to learning for pupils with SEND.	Identify suitable tools, such as text-to-speech, speech-to-text, visual supports and communication technology. Provide staff guidance and monitor impact.	Ongoing	SENCo / Computing Lead / Class Teachers	Pupils can access learning more independently using appropriate technology and resources.
Ensure educational visits and extracurricular activities are accessible to pupils with disabilities and SEND.	Consider accessibility, transport, staffing, sensory needs and reasonable adjustments during planning. Consult parents and relevant professionals where appropriate.	Ongoing	Educational Visits Coordinator / Class Teachers / SENCo	Pupils have equitable opportunities to participate in educational visits, clubs and wider school activities.
Ensure pupils with SEND have a voice in decisions about their learning and accessibility needs.	Gather pupil views through discussions, visual questionnaires, observations and review meetings, adapting approaches to pupils' communication needs. Inclusion Eagles to promote pupil voice.	Ongoing	SENCo / Class Teachers	Pupils are increasingly able to express their views, identify barriers and contribute to decisions about the support they receive.
Develop staff confidence in supporting pupils with communication and interaction needs.	Provide training and guidance on visual supports, communication boards, Makaton or other relevant communication approaches, according to pupils' needs.	Ongoing	SEND team	Staff use appropriate communication strategies to support pupils' understanding, expression and participation.

Access to the Physical Environment

Target	Strategies	Timescale	Responsibility	Outcome
To be aware of the access needs of children with disabilities, staff, governors and parents/ carers.	Create access plans for individual children with disabilities as part of the SEND (Special Educational Needs and Disabilities) process. Ensure staff and governors can access areas of school. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school becomes physically impaired. Ensure all fire exits are clear.	on going	SENCo / caretaker	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitor to ensure any new needs that arise are met. Parents have full access to all areas of school and inform the school if they are not able to. The school to make reasonable adjustments. Risk Assessment Management Plans are in place for students with a high level of need. PEEPs are prepared and reviewed as individual needs changes. All fire exits are accessible and clear of obstacles.
Accessibility around the school both inside and outside areas.	Review all internal and external access. Actions to be identified and ensure working towards.	Spring 2027	Caretaker and SLT	Staff, children and visitors have access to the main building and outside space which caters for mobility issues / wheelchairs. All access to the school is step-free. A lift is available for those who are not able to use the stairs.
Accessibility to activities at break and	A range of lunch time clubs available for children to	Ongoing	OPAL leader All staff on	Staff are aware of individual children's needs and work to make activities accessible for them.

lunchtimes.	join. Use of the OPAL play approach across all playgrounds.		duties All staff who are leading a club	
Ensure pupils with sensory needs can access appropriate spaces for regulation.	Review the availability and suitability of quiet spaces, calm areas and designated workstations. Seek pupil and staff feedback on their effectiveness.	Ongoing	SEND team / class teachers	Pupils who need reduced sensory stimulation have access to appropriate spaces and support to help them participate in learning.
Improve accessibility of outdoor areas and play equipment for pupils with mobility and sensory needs.	Review playgrounds, pathways, seating, play equipment and outdoor learning spaces. Identify barriers and prioritise reasonable adjustments.	Review annually based on needs	Caretaker / SLT / OPAL Leader	Barriers to accessing outdoor spaces are identified and addressed where reasonably practicable, enabling greater participation in play and outdoor learning.

Access to Information

Target	**Strategies**	**Timescale**	**Responsibility**	**Outcome**
Key information translated for parents/carers	Translators or school staff where applicable to help support the sharing of information. Ensure languages are available on website.	On going	SENCo and SLT	Parents to be able to access information in their first language

Ensure school information is accessible to parents and carers with different communication needs.	Provide key information in alternative formats where needed, such as translated documents, large print, simplified language or accessible digital formats.	Ongoing	SLT / Office Staff / SENCo	Parents and carers can access important school information in a format that meets their needs.
Improve accessibility of the school website and digital communications.	Review website content, document readability, use of headings, image descriptions, colour contrast and accessibility of online forms.	Reviewed annually	SLT / Website Lead	School information is easier to navigate and understand for users with a range of accessibility needs.
Ensure pupils can understand and access information throughout the school day.	Use clear signage, visual timetables, symbols, now-and-next boards and accessible instructions where appropriate. Review resources in response to individual needs.	Ongoing	Class teachers / SEND team	Pupils can better understand routines, instructions and transitions, supporting independence and participation.