



## St. John's C E Primary Academy Accessibility Plan

At St John's Academy, our key Christian values reflect our commitment to a school where there are high expectations of everyone and our aim is that everyone is able to flourish happily and safely in our Christian environment. Children are provided with high quality learning opportunities so that each child attains and makes at least expected progress. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here and we recognise everyone's uniqueness and success. We are a safe school, committed to improving children's confidence and self-esteem. We know that children who feel safe and are happy and achieve well.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The local academy committee is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### **Objectives**

St John's is committed to providing an environment that enables all pupils to access the curriculum.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Please see the health and safety plan for evacuating / invacuating people with a disability;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The St John's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents, including:

- Behaviour Policy
- Curriculum Policy
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the local academy committee. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

This policy was presented to and approved by the Local Academy Committee in summer 2025. It will be reviewed in Summer 2028.



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### ACCESSIBILITY PLAN

#### Action Plan – Improving Physical Access

Area	Recommendations	Time Scale	Priority	Cost	Date Completed
Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing – checks ongoing and all staff to monitor
Yellow markings on steps	Ensure all markings on steps are clear	Check annually	Medium	Cost of paint	
Alleyways into school	Ensure they are clear and kept free of overhanging branches Ensure that they are not flooded Remove tree	Ongoing checks and address half termly	Low Medium High	Time for caretaker to trim back Caretaker to monitor after heavy rain and address flooding issue Premises manager to ensure tree is cut back	

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#### Improving Curriculum Access

Question	Recommendations	Time Scale	Priority	Cost	Date Completed
Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Termly	High	SLT release costs	
Interventions	Assistant Principal / SEND team to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Termly	High	Resourcing costs of identified areas to develop	
Classrooms are organised to promote the participation and independence of all pupils	Assistant principal to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Autumn Term - annually	High	Possible resource implications where gaps are identified	
Staff training in the production, implementation and review of Provision maps and IPMs and monitoring systems.	SEND team to review paperwork and planning for Inclusion to deliver staff training to teaching staff.	Summer annually	High	Not applicable	
Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	SEND team to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Each term as appropriate	High	Time cost for SEND team External specialist costs	

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**ACCESSIBILITY PLAN**

**Improving the Delivery of Written Information**

Question	Recommendations	Time Scale	Priority	Cost	Date Completed
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable	
Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable	