



St John's Catholic Primary School aims to provide a stimulating and varied programme of education to enable children of all abilities and backgrounds to acquire confidence, knowledge and skills within an environment of the Christian faith and practice, respecting also those from other faiths. Staff, children, parents and governors work together for the care of the school within the community, committed to the spiritual, social, moral and intellectual welfare of the pupils. We work hard to ensure individual talents, skills and unique characteristics are identified and celebrated, irrespective of ethnicity, faith, attainment, age, disability, gender or background, in the context of Christian belief and practice.

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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- 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.

This Accessibility Plan is structured to complement and support the school's Equality Policy, 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 Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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

The Accessibility Plan shows how access to the school is provided for disabled pupils, staff and visitors and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. It also acknowledges that a full assessment of the school's accessibility arrangements would be necessary as and when new pupils or families with particular disabilities join the school.

The Accessibility Plan contains relevant and timely actions to:-

- Maintain and develop 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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;
- 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 Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

Behaviour Policy

Curriculum Policies

Health & Safety Policy

School Improvement Plan

Special Educational Needs Policy

and other relevant policies

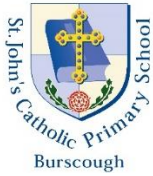
The accessibility plan for physical accessibility relates to an access audit undertaken during annual health and safety workplace inspections, which remain the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will carry 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.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governor Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.



# St John's Catholic Primary School Accessibility Plan

## 2025-2026

Item/Area	Recommendations	Who is responsible?	timescale	Success criteria?
<b>Health and Safety</b>				
This accessibility plan and the SEN policy should be reviewed on an annual bases by staff and governors	The documents to be reviewed at the Autumn term governing body meeting each year	Premises, health and safety committee	Annual review	Adhering to legislation.
Liaise with staff and parents of children with a disability to ensure that their needs are being met.	Communication with relevant parties to identify and address needs. Risk assessments to be completed where necessary.	Head Teacher/SENCo Deputy Head	Ongoing	Children's needs are met
Ensure children with medical conditions have access to medication in a safe and controlled environment.	Appropriate staff to receive training in administering medicines etc for children with medical conditions.	Head Teacher Assistant Head Class Teachers Support staff Bursar	Ongoing	Medication administered safely as per school policy and by trained staff.
<b>Physical Environment</b>				
The disabled bathroom does not have a pull cord in case of emergency	To install a pull cord/alert system for the	Bursar to source costing Head teacher	Summer term	Safety ensured for all using school facilities.
There are no disabled car parking spaces available in the school carpark	Adequately sized space(s) to be allocated and appropriately marked	Bursar to source costing Head teacher	As soon as possible	Ease of access when picking up or dropping off at school.
Emergency alarm is audible only	Consideration should be given as to how visitors or prospective pupils who may be audibly impaired wo	Head teacher	Summer term	Safety ensured for all using school facilities.
Provision of shaded areas on school playground for pupils with photo phobia	Consideration should be given to areas of the classroom and playground that may be inaccessible to children with sensitivity to light	SLT	Ongoing	All children are able to engage and work within the school environment
Taller and wider chairs are needed for adults visiting the school hall for events and assemblies.	Provision of suitable seating for those with mobility issues.	Head Teacher	Autumn	Safety and comfort ensured for all when visiting the school.

### Communication

Make information available to parents when required (other languages, braille, large print)	Offer alternative formats to parents .	Head Teacher Deputy Head Bursar		Ongoing Information is accessible for all parents . in alternative formats when required (braille, large print, interpreter).
Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on the school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.		Ongoing	

### Curriculum access

Children with dyslexia may struggle to read text when printed onto white paper	Each class to be given supply of tinted paper for those who need and A4 overlays in different tints.	All staff	Ongoing	Children’s needs are met
Staff to be aware of access requirements for disabled children when accessing the curriculum, including PE lessons, after school activities and tests. Classrooms are organised and resourced to promote participation and independence where possible.	EHCP and support plans to be shared with staff and multiagency workers. Appropriate tests	Head Teacher Deputy Head Class Teacher Specialist PE teacher SENCo	Ongoing	Classrooms provide optimum access for pupils where possible. All staff have a full understanding of the child’s needs.
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, visually accessible keyboards. Resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed	SENCo SLT	Ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps and resources

All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	All staff	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
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