



Diocese of Salisbury  
Academy Trust  
*'Beyond expectations for all of God's children'*



St. John's  
CE Primary School

# Accessibility plan

**St John's CE Primary School**

Approved by: Vivien Sloan

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Next review due by:

Autumn 2026

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# 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

Our 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 vision and values are underpinned by a commitment to ensuring that we grow and learn together, sharing the love of God. This is inspired by the teachings of Jesus found in the Bible in John 13.34*

The plan will be made available online on the school website, and paper copies are available upon request.

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.

*We are a member of The Diocese of Salisbury Academy Trust and work closely with other trust schools to support and develop best practice.*

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Ensuring key members of staff are upskilled to be able to effectively support a child/children with varying degrees of disability.</i></p> <p><i>Updates on adaptations to be made in terms of provision for individual's shared with key members of staff and discussed and adapted accordingly.</i></p>	<p>To ensure all staff have a knowledge of the range of disabilities of pupils attending our school.</p> <p>To know how to effectively support individuals with a range of disabilities in helping child/children access the curriculum.</p>	<p>Whole school staff (including support staff) awareness training provided by local specialist nursing team and advisors.</p> <p>Online training modules where relevant undertaken by all staff.</p> <p>Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. school nurse/ Educational Psychologist.</p> <p>Pupils with any long term conditions will be provided with an Individual Health Care plan by health professionals, detailing</p>	<p>-A Aze -H Martin -Z Wood -All staff -Governing Body</p>	<p>Academic year 2021-2022( and as appropriate thereafter).</p>	<p>Pupils and their families feel supported and their needs understood;</p> <p>Pupils with specific needs have increased access to appropriate curriculum, differentiated as necessary and according to their individual needs;</p> <p>Pupils with specific needs continue to achieve in line with their ability;</p> <p>Teachers and support staff are confident in meeting the needs of pupils and know how to support them, including in an emergency.</p>

			supporting pupils at school with medical conditions.			
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays x1</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> <p><i>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.</i></p> <p><i>Additional visual supports for pupils who have SEN and are EAL.</i></p>	To ensure the physical environment is organized in advance of child/children being in school.	<p>Ensure that lessons run smoothly and that any adaptations to the physical environment are made well in advance of beginning of lesson time so that lessons start promptly, with minimal disruptions to learning.</p> <p>Additional:-</p> <p>Add another disabled parking bay in the car parking area outside of school.</p> <p>Include an allocated parking bay for a member of staff with mobility difficulties that is situated closer to school entrance at the top of the school carpark.</p>	<p>-A Aze</p> <p>-All teachers and TA's.</p> <p>-Site Manager.</p>	<p>Ongoing /adaptions made as appropriate depending on needs of individuals.</p> <p>Autumn Term 2021 ongoing</p>	<p>Movement around school is consistently fluid and managed well for all pupils.</p> <p>Access to the school building is made easier for staff who have current mobility issues.</p>
Improve the delivery of information to pupils with a	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p>	To ensure staff know how to use assistive technology devices appropriately.	Ensure individual pupil needs are met appropriately through effective deployment of	A. Aze Z. Wood	Ongoing	Pupils can communicate using assistive technology, if required.

disability	<p><i>Verbal check-ins with parents who speak little English re: content of letters sent home, where required.</i></p> <p><i>Use of PEIC-D- Promoting Early Interactive Conversation.</i></p> <p><i>Use of picture exchange system- Pecs.</i></p> <p><i>Use of Proloquo2Go- text to speech technology.</i></p> <p><i>Consistent use of visual aids and pictorial or symbolic representations.</i></p>	To ensure staff skills are matched to pupil need.	skilled support staff.	Class teacher/Teaching Assistant. H. Martin	<p>Visual aids are used consistently throughout school in each classroom so that learning is scaffolded and supportive.</p> <p>All staff are aware of the range of visual aids available to support varying needs in the classroom.</p>
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	St. John's is a one story building.	N/A	N/A	N/A
Corridor access	There are wide corridors throughout the school building so that wheelchair access is possible around the entirety of school. KS1/.KS2	Check wheelchair access into breakfast club and art room. Is ramp access required through leaving the school main building and accessing Breakfast club or the art room?	Darren Taylor	Autumn 1 <sup>st</sup> half
Lifts	There is no lift access at St. John's as we are a one storey building.	N/A	N/A	N/A
Parking bays	There is one disabled parking bay at this time.	A second parking bay to be allocated for disabled students and families and a parking bay to be allocated , close to school for SC, due to ongoing mobility difficulties.	A Aze D Taylor	Autumn 2nd half
Entrances	Entrances to the school building can be accessed by wheelchair users. Where there is one door that has a step, there is a ramp facility.  The exit doors from the breakfast club room and art room cannot be	N/A	?	?



	use by wheelchair users at this time. There are only steps leading out of these two doors. Access and exit can be made from the same door into and out of the art room and breakfast club room ,when required.			
Ramps	Two ramps purpose built in Reception class for wheelchair user and in Year 3 currently.	Ramp access to be evaluated as Reception child moves through the school building and will be adapted as required.	N/A currently.	N/A currently.
Toilets	Disabled toilet and changing facility (electric bed) installed in school x1.	Periodic checks of functions of the changing bed. Soap and paper towels easily accessible to wheelchair users, moved to lower level for ease of use	Darren Taylor	Autumn 1 <sup>st</sup> half 2021.
Reception area	Accessible by able bodies and wheelchair users alike. Wide enough for a wheelchair user to access through the main entrance with ease.	N/A	N/A	N/A
Emergency escape routes	All emergency exits signposted and easily accessible.	N/A	DT	Ongoing checks.