



St. John's CE Primary School  
Wetley Rocks

# Accessibility Policy

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## **Aims**

St. John's CE Primary School aims to treat all stakeholders, including pupils, parents, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## **The Purpose of the Plan**

The purpose of this plan is to show how St. John's CE Primary School ensures accessibility of our school for disabled pupils.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

## **Definition of Disability**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## **What will the Accessibility plan do?**

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEND Policy.
2. St. John's CE 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 educational, 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.
3. St. John's CE Primary School Accessibility Plan shows how access is provided, and reasonable adjustments are made, where practicable, for pupils, staff and visitors to the school.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are prepared for life. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff to comply fully with the Equality Act 2010.

5. The Accessibility Plan will be published on the school website.

**1. Ensure curriculum access for pupils with SEND (Special Educational Needs and / or disability):**

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
TAs (Teaching Assistants) to support in class to ensure pupils are able to access the curriculum fully.	Ongoing	SEND pupils are making progress and gaps in learning are addressed.	Headteacher / Assistant Head / SENDCo. Feedback from parents, staff and pupil. Observations and data analysis.
Resources are targeted to the needs of pupils who need individualised support: <ul style="list-style-type: none"> <li>• Reading overlays/reading rulers.</li> <li>• Specialised / adapted equipment (eg writing implements / writing slopes)</li> <li>• Sensory equipment – bounce bands, ear defenders, hug vests.</li> <li>• Visual prompts</li> </ul>	Ongoing as and when pupil needs arrive	Pupils visual, mobility and sensory needs are met.	Headteacher / Assistant Head / Subject Leaders. Lesson observations, work scrutiny and data analysis.

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
Curriculum review to ensure curriculum design takes in to account the needs of all pupils and steps are taken to ensure all pupils can access the curriculum e.g. adapted tasks, scaffolding, adult support where appropriate, targeted intervention to address gaps.	Ongoing	All pupils have access to a broad and balanced curriculum	Headteacher / Assistant Head / SENDCo. Work scrutiny, curriculum maps
Ensure attendance is not a barrier to accessing the curriculum  Educational welfare referral support	Ongoing	All pupils have attendance of 96% or above	Attendance Champion. Monthly attendance reviews
SENIS professional support and assessment to ensure teaching and learning is supporting pupil needs.  Termly pupil support plan reviews.  Progress of pupils is tracked effectively.	Ongoing	All pupils have access to a broad and balanced curriculum. Pupils make good progress due to support and targeted provision.	Headteacher / Assistant Head / SENDCo.

## 2. Ensure pupils social and emotional needs are met.

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
Ensure social, emotional intervention meets and supports the needs of individual pupils.  Provide weekly nurture support to pupils identified. Ensure timely referrals to outside agencies.	Ongoing	Needs of vulnerable pupils are met.	Headteacher. Observations and discussions with class teachers.  Termly reviews of Pastoral support.
Ensure Early Help support for vulnerable families through Staffordshire's early help offer.	Ongoing	Needs of vulnerable pupils are met.	Early help reviews / updates from support workers.

**3. Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.**

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
<ul style="list-style-type: none"> <li>• Thorough planning and adjustments are in place as necessary.</li> <li>• Advance visits by staff to ensure planning and risk assessing is accurate.</li> <li>• EVOLVE Form and Risk assessments are completed and adhered to.</li> </ul>	Ongoing	School trips & residential visits are accessible for all pupils.	Head Teacher / SENDCo / Staff. Trip leaders.  Feedback from pupils and parents.

**4. Ensure access to the physical environment.**

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
Ensure that classrooms and other learning spaces are organised in a way that promotes independence for all pupils.	Ongoing	Classrooms accommodate the needs of all pupils so that curriculum time is maximised and physical disruption is kept to a minimum. All pupils can access classrooms and classroom resources independently.	Headteacher / Health and safety reviews / All staff. Health and Safety checks / Learning Walks.
Ensure that pupils, staff, parents and visitors can access all areas of the school, including those areas used for out-of-school activities.	Ongoing	All pupils, parents, staff and visitors can access all areas of the school safely and independently. All pupils, parents, staff and visitors can exit the school safely in the event of an evacuation.	Headteacher / Health and safety Governor / caretakers.  Health and Safety checks.
Toilets / Changing facilities: Ensure that all pupils, staff,	Ongoing	All pupils, parents, staff and visitors can access	Headteacher / Health and

parents and visitors have access to toilets and changing facilities. Ensure that toilets and changing facilities can be accessed easily and independently.		toilets and changing facilities independently and safely.	safety reviews / all staff.
Ensure that the school car park is equipped with a disabled parking space. Ensure that measures are taken within risk assessments and planning for extra-curricular events so that staff, parents and visitors can park and access the premises safely and independently.	Ongoing	All staff, parents and visitors are able to fully access the school premises, including for extra-curricular events, by parking close to entrances and exits.	Headteacher. Health and safety reviews.

**5. Improve the delivery of information to pupils, parents and visitors with a disability.**

<b>Activity:</b>	<b>When?</b>	<b>Impact</b>	<b>Monitoring Method: Who? How?</b>
Parents & Visitors: Ensure that written material produced by the school is available in different formats to include (where necessary) large print, braille, alterative languages.	Ongoing	All parents & visitors have full access to written information about the school. All parents & visitors are fully informed about school activities and feel part of our school community.	Headteacher Assistant Headteacher / SENDCo / Office managers.
Pupils: Ensure that written material and curriculum resources are available in different formats for pupils to access the full life of the school (For example, large print, dyslexia friendly overlays or coloured fonts, pictorial/visual cues, sign language.	Ongoing	All pupils have access to the written information needed to enjoy the full life of the school. Pupil well-being is improved and all pupils feel they have a positive role to play in their school community and can make a valuable contribution.	Headteacher / Assistant Headteacher / SENDCo / All staff