St John's Church C of E School Accessibility Plan 2026 - 2028

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

Date adopted:	01/09/2026	Last reviewed:	01/09/2026
Review cycle:	3 years	Is this policy statutory?	Yes
Approval:	CEdO	Author:	Head of Safeguarding
Local approval*:	Local Committee	Local author*:	Headteacher
Next Review Date of Template Policy:	01/09/2029		

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	06/08/2026	L Tedbury		First edition of template policy
2	01/09/2026	K Saunderson		Adapted template for school use

1. Introduction

It is the intention of the trust that this policy reflects our vision of "Flourishing Together" and our values of kindness, integrity and resilience.

2. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

The Good Shepherd Trust aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure all schools are accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

For The Good Shepherd Trust, equality, diversity and inclusion are fundamental to our vision of *"flourishing together"*. We believe that every child, member of staff and wider community member is of equal value and should be treated with dignity, respect and compassion. Guided by our core values of kindness, integrity and resilience, we are committed to creating welcoming and inclusive environments where

difference is celebrated, barriers to participation are removed, and everyone is empowered to achieve their full potential. We recognise and value the unique strengths, backgrounds, experiences and needs of each individual, reflecting our principle of “one body, many parts”, where diversity is embraced and everyone belongs. Through our commitment to equity, social justice and service to others, we strive to ensure that all members of our school communities have fair access to opportunities, support and success.

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.

In developing and reviewing this Accessibility Plan, the school will have regard to Surrey County Council's Accessibility Strategy, the Surrey Inclusion and Additional Needs Partnership Strategy, and the Surrey Local Offer. We are committed to removing barriers to learning and participation, promoting inclusive practice, working in partnership with pupils and families, and ensuring equitable access to our curriculum, environment and information for all members of our community.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents/carers, staff and local committee members of the school].

3. 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

4. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers adapted resources and curriculum support for all pupils who need additional help to learn alongside their peers (sometimes this includes adult support, but not always and no child is allocated 1:1 support continually every day. Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils We also work closely with external agencies (such as health professionals and Local Authority learning and physical/sensory support staff to develop our skills/training/accessibility arrangements for individual pupils with specific needs every term.	To ensure that we continually review the needs of all our vulnerable pupils with additional needs and take reasonable steps to support and adapt the learning so that they can learn alongside their peers.	SENCO monitoring Termly review of learning plans (including with external agencies, if appropriate) Termly meetings with parents to share learning plans and discuss progress Termly moderation and data analysis of progress and attainment of all pupils. Pupil progress surgeries to review targets, progress and next steps for all pupils,	SENCO SENCO and Teachers SENCO and teachers SLT, SENCO, Phase Leaders, Teachers and Local Committee SLT, SENCO, Phase Leaders and Teachers	Termly	Vulnerable pupils with additional needs have adaptations made across the curriculum to enable them to learn independently as much as possible, alongside their peers.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	As far as budget allows (our buildings were built in the 1960s and some classrooms are noticeably small, making wheelchair access in particular very difficult. In addition, there are three junior classrooms on the first floor which only have access by stairs.) the environment is adapted to the needs of pupils and parents/carers as required. This includes: Seating Ramps Corridor width Disabled toilets and changing facilities Library shelves at wheelchair-accessible height There are three, designated disabled parking bays in car park.	Work with Local Authority support (PSS) parents and health agencies to assess accessibility for pupils with a physical disability and plan for adaptations, as necessary. Work with the GST Central Team to bid for funding to make adaptations possible (if beyond the school budget)	Annual review with parents to consider adaptations needed. Report to Local Committee and GST Seek funding support as needed (eg for designated disabled parking bays)	SENCO Headteacher and SBM SBM	July each year.	All pupils and visitors with a physical disability can access the school site along with the rest of the school community.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations (widgets) • Digital and audio formats (eg google translate, voice messages, phone calls) • Individual meetings face to face to explain and support with form filling of required.	School retains a register of all pupils with a disability as part of our SEND register.	Review and update termly.	SENCO, SLT, Class Teachers, School Admin Team	Termly	All parents and children with a physical or learning disability are still able to access school communications and learning. They feel valuable members of the school community.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Offer additional support to meet the needs of young carers and their families	Online Team Calls and Home visits for parents' evenings if parents have a physical disability or illness which prevents them from coming to school in person. Ask what reasonable adjustments are needed to ensure the school is accessible as possible for parents who may otherwise not attend (eg arrange access and seating in the hall for productions and meetings). Additional phone calls and texts to remind of key dates and meetings. Provide priority access to enrichment and after school activities for young carers. Referrals to Surrey Young Carers. Referrals to Early Help and health agencies. Additional pastoral support in school. Specifically track progress. Support from HSLW	To know who are young carers are, talk to them about their individual needs and challenges. Work with families on an individual basis to understand how we can support them.	Ensure we maintain our register of young carers, understand the difficulties the family face and ask them how we can help/support. Respond accordingly.	SENCO, DSL Team and HSLW	Termly	Barriers to being partners and included in the life of the school are removed as far as possible.