



## ACCESSIBILITY PLAN

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: 01/01/2025

Last reviewed: 01/01/2025

Review cycle: Annually

Is this policy  
statutory? Yes

Approval: Chair / Cttee

Author: Headteacher

Local approval\*: David Draper /  
Helen Burnett

Local author\*: Jacky Fyson

Next Review Date of Template Policy:

01/01/2026

\*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	01/11/2021	J Fyson	01/11/2024	
2	23/01/2025	H Burnett D Draper	23/01/2025	

## Aims

St John's aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind in line with the Equality Act 2010.

1. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We are committed to increase the extent to which disabled pupils can participate in the curriculum.
2. The St John's CE Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve 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.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## **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

## **Action plan**

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

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Aim	Current practice	Objectives	Actions to be taken	Person Responsible	Time Frame	Success Criteria
<p>Increase access to the curriculum for pupils with Special Educational needs and disabilities. (SEND)</p>	<p>We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with SEND. Curriculum progress is tracked for all pupils, including those with SEND.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure the accessibility plan continues to be an agenda item on the Local Committee meetings</p> <p>Identify all children who need to have a SEND support plan in place.</p> <p>To continue to train staff to enable them to meet the needs of children with SEND</p>	<p>Regular review of agenda items</p> <p>Children will be assessed, in accordance with regular classroom practice SEND support plans maintained and up to date. SENDCO and external agencies to provide training for staff as needed.</p>	<p>LC member</p> <p>Class teachers/ SENDCO</p> <p>SENDCO/AH/HT</p>	<p>Adherence to legislation</p> <p>On-going</p> <p>On-going</p>	<p>Barriers to learning will be reduced enabling children to achieve their full potential. Staff continually developing their skills to help children access the curriculum based on need</p>

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes:	To continue to maintain inside and outside areas so are accessible to all.	Premises officers to regularly audit the outside area to ensure signs are painted, steps are maintained for those	Premises officer/TBM	On-going.	School playground safe and accessible for all
	Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To maintain and develop accessibility of building.	with visual impairments and to ensure the playground is safe for wheelchair users. Individual education plans maintained and up to date	Members/ AH/ HT	On-going	All staff working with children with SEND are aware of these.
Improve the delivery of information to pupils with a physical disability  Improve the delivery of information to parents/carers with a physical disability	Our school is able to use a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Resources such as magnifiers for the visually impaired.	To meet the needs of individuals.  To ensure parents who are identified as having disabilities and unable to attend school to access parents/information evenings online.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis, language teachers etc. will be applied for as needed. Information provided in alternative formats as necessary	Class teachers/ SENCO  AH/HT/ Office manager	On-going  As needed	Barriers to learning will be reduced or removed enabling children to achieve their full potential. Written information will be provided in alternative

						formats as required. Staff to hold parents evening by phone if needed.
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### Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be approved by the LC.

### Links with other policies

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

- Health and safety policy.
- Equality information and objectives (public sector equality duty) statement for publication and Equality and Diversity Plan
- Special educational needs policy.
- Supporting pupils with medical conditions policy.
- SEND information report