

St John's CE Primary

Accessibility Plan



“Use your God-given gifts to serve others” 1 Peter 4:10

Ratified by governors: Autumn 2024

Mr D Ricketts (Chair of Governors)

Mrs N Hedges (Head Teacher)

Policy to be reviewed: Autumn 2027

All different, all equal, all growing together.

1. Introduction

The Equality Act 2010 states that the Governing body has three key duties towards children with a disability:

- Not to treat children with a disability less favourably for a reason related to their disability
- To make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage
- To plan to increase access to education for children with a disability.

Definition of Disability According to the Equality Act 2010, a person has a disability if:

a) He or she has a physical or mental impairment.

b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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'.

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' 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.

Schools have a duty to produce an Accessibility Plan that is reviewed every three years.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

2. The purpose of the Accessibility Plan

The purpose of this plan is to show the accessibility of our school for disabled pupils. St John's 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.

This plan also aims to address the diverse learning needs of children with respect to the learning environment and access to a range of educational services. It sets out how the St. John's Governing Body aims to increase access to education for children with special educational needs and disabilities (SEND), taking into consideration the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the three areas required by the key duties in the Equality Act:

- Increasing the extent to which children with SEND can participate in the school curriculum;

- Improving the environment of the school to increase the extent to which SEND children can take advantage of education and associated services;
- Improving the delivery to SEND children and their families of information which is provided in writing for pupils who do not have SEN (and their families).

It is a requirement that the school implement an accessibility Plan that is reviewed and revised as necessary. See separate Accessibility Action Plan showing how the school will address the priorities identified.

2.1.

All new school buildings, or extensions to existing school buildings, will need to be made fully accessible for children and adults with physical disability or sensory impairment (Ramps, handrails, acoustics, visual ambience etc). For new children and children whose needs change, schools will need to consult with specialist support services and voluntary agencies to ensure that individual children with particular needs are identified sufficiently early to enable reasonable adaptations to be put into place.

3. School Background

St. John's CE Primary School has been educating the children of Sparkhill since 1884. The current school building was completed in 1991 (including a nursery), replacing the existing Victorian building. We currently have 419 children on role plus 35 part time nursery children, the majority of whom come from the local area. We have a diverse ethnic mix with 98.2% of children from minority ethnic backgrounds. 84% of children have English as an additional language.

We currently have 130 children on the SEN Register, including 18 children with Education, Health and Care Plans.

We currently have 47% of children receiving free school meals

4. Getting a copy of the Accessibility Plan

This Accessibility Plan is available to parents website.

5. Action Plan (Steps to improve access)

After consultation with a number of stakeholders, the following action-plan has been drawn up, outlining targets to ensure full accessibility by all children and adults to the school site. This action plan will run for three years and be added to and amended as necessary by the Head Teacher. Progress towards these targets will be reviewed yearly and reported to the Governing Body.

Accessibility Plan and associated Action Plan to be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by The governing Body and the headteacher].

Next review: Autumn 2027

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The curriculum is adapted to meet the needs of all children. Scaffolds are used to support children such as widgets and colourful semantics.</p>	<p>To ensure children with hearing impairment are taught well and peers are positively aware.</p> <p>To ensure children who are neurodivergent are taught by teachers who aware of strategies that support these pupils.</p> <p>To increase the use of technology to support children with disabilities to access the curriculum</p>	<p>Teachers with HI children to attend annual training.</p> <p>Teachers of the deaf to lead awareness assemblies.</p> <p>Teachers of the deaf to advise on best practice in the classroom.</p> <p>All staff to be trained on Autism and ADHD.</p> <p>School to undertake Communication Friendly Schools work with SALT and PSS.</p> <p>Train staff in using technology such as speech to text technology and scanning pens.</p> <p>Implement interventions for teaching touch typing as well as other technology..</p>	<p>SENCO Class teachers</p> <p>SENCO team All staff</p> <p>Teachers and TAS</p>	<p>Annually</p> <p>Annually</p> <p>June 2025</p>	<p>Children with hearing impairment will be taught in an environment that allows them the best chance of accessing sound.</p> <p>All children will understand what hearing aids are and some of the challenges facing children with HI.</p> <p>Children with autism and ADHD will make good progress in learning.</p> <p>Staff and children are clear on the communication strategies that support all children.</p> <p>Books show children have alternative ways of recording work other than just writing.</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Lift with process in place for use • Shared area kept free of unnecessary clutter • Wet room changing facilities 	<p>To accommodate low stimulus areas within the school environment to support pupils with SEND i.e.; ADHD / ASD</p> <p>To ensure the nursery garden area is safe and accessible to all children, including those with additional needs.</p>	<p>Develop clear areas around school that can be low-arousal – considering furnishing, colour and sound.</p> <p>To turf over the meadow area to make it safe and accessible.</p> <p>To remove rotting railway sleepers and consider other hazards.</p>	<p>Nurture team</p> <p>Site staff/Health for Life work</p>	<p>Ongoing</p> <p>July 2026</p>	<p>Children can name places they go to support regulation.</p> <p>Nursery garden looks tidy and safe.</p> <p>Children are able to access play in the environment.</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations – widgets • 	<p>To increase the use of Makaton and/or BSL signs used in school</p> <p>To ensure that resources are well-labelled with words and images.</p> <p>To have a child-friendly version of the school SEND offer.</p>	<p>Attend training led by PSS/hearing impaired team as part of Communication Friendly settings.</p> <p>Have key signs that are known and used by whole community.</p> <p>Use signing to accompany songs in whole school worship.</p> <p>Begin a rolling program of re-labelling resources and accompanying with a widget.</p> <p>Work with the SEND parent group to co-produce an easy to read version of School Information Report.</p>	<p>All staff</p> <p>Support Staff</p> <p>SENCO</p>	<p>July 2026</p> <p>September 2026</p> <p>Summer 2025</p>	<p>Children in all year groups can use and understand a core group of signs.</p> <p>Teachers in key year groups have knowledge of more signs for functional use.</p> <p>Children are able to access resources independently.</p> <p>Parents and children are clear on the SEND offer for St John's.</p>