



# **Accessibility Plan**

**September 2022 – 2025**

The Accessibility Plan for physical access is directly informed by the School Access Audit, which was initially conducted by the Local Authority and has since been reviewed and updated by the school. Responsibility for maintaining and implementing this plan rests with the governing body. While every effort will be made to address the identified needs within the timeframe of this plan, it may not be feasible to complete all recommended actions during this period. As such, some items may be carried forward into future plans. To support ongoing improvement, the school will conduct a new accessibility audit prior to the end of each planning cycle. The findings will guide the development of the next Accessibility Plan, ensuring continuity and progress in enhancing access for all.

## **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 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

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.

At St John of Jerusalem Primary School, we are dedicated to delivering an inclusive and nurturing curriculum. We believe that every child has the right to be healthy, happy, and safe; to feel loved, valued, and respected; and to aspire confidently toward a bright future. Our school is committed to creating an environment that ensures full access to the curriculum and embraces the diversity of all pupils, staff, parents, and visitors regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs.

In line with the Equality Act 2010, we actively promote inclusion, awareness, and support for all, particularly those with disabilities. Our admissions policy reflects this commitment and does not discriminate against disabled pupils. We strive to foster a culture where everyone feels welcomed, empowered, and able to thrive.

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.

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 pupils, parents/carers, 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 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 auxiliary aid or adjustments to premises.

### **3. Accessibility Plan: Enhancing Inclusion for Pupils with Disabilities**

The Accessibility Plan outlines strategic and timely actions aimed at increasing the extent to which pupils with disabilities can fully participate in the school curriculum. This includes:

- **Curriculum Access**

Expanding and adapting the curriculum to ensure pupils with disabilities are equally prepared for life as their non-disabled peers. This includes access to teaching and learning, participation in extracurricular activities (e.g. after-school clubs, cultural events, school trips), and the provision of specialist or auxiliary aids and equipment within a reasonable timeframe. Failure to meet these requirements may constitute a breach of duties under the Equality Act 2010.

- **Flexible Learning Strategies**

Implementing specific strategies such as flexible or shared timetabling, social groups, and access to therapeutic support to meet diverse needs.

- **Resourcing across the Curriculum**

Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. The curriculum is reviewed to make sure it meets the needs of all pupils

- **Inclusive Classroom Organisation**

Structuring classroom and group settings to promote success for all pupils, ensuring that learning environments are inclusive and supportive.

- **SEN Code of Practice Implementation**

Evaluating how the school's response to pupils through the application of the SEN Code of Practice has improved attainment. This includes monitoring the effectiveness of communication regarding individual pupil needs.

- **Staff Training and Development**

Identifying and addressing staff training needs to ensure they are equipped to support the diverse abilities and disabilities of all pupils effectively.

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- **Positive Representation and Role Models**  
Promoting positive perceptions of disability through school publications and providing role models of adults with disabilities to inspire success and achievement.
- **Parental Engagement**  
Strengthening partnerships with parents and carers, encouraging active involvement in their children's education and fostering a collaborative approach to learning.
- **Physical Environment Improvements**  
Enhancing the physical accessibility of the school, including the addition of specialist facilities and physical aids to support access to education within a reasonable timeframe. The school has a working Elevator. The corridor width is suitable for wheelchair access. Disabled toilets and changing facilities are available and library shelves at wheelchair-accessible height.
- **Accessible Information Delivery**

We are committed to enhancing the accessibility of written communications for all pupils, staff, parents, and visitors with disabilities. To ensure inclusive access to information, we provide key materials—such as handouts, newsletters, curriculum letters, and reports—in a range of preferred formats. These include:

- **Internal signage** designed for clarity and ease of navigation
- **Large print resources** for individuals with visual impairments
- **Braille** versions for blind or partially sighted users
- **Pictorial or symbolic representations** to support understanding for those with cognitive or learning disabilities

All accessible formats will be made available **within a reasonable timeframe**, ensuring that everyone can engage with and benefit from the information provided.

- **Resource Allocation and Review**  
Ensuring adequate resources are allocated for the implementation of accessibility plans and conducting regular (annual) reviews to assess progress and make necessary adjustments.

We recognise the need to develop the level of staff awareness of Equalities legislation. Whole school training will continue to focus on raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

**4. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:**

- Safeguarding and Child Protection policy
- Curriculum Policy
- Equality Objectives Medicine in School Policy
- Equality Policy
- Health & Safety Policy (including off-site safety and off-site education visit policies)
- Behaviour Policy and Anti Bullying policy
- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report

- SEND policy
- Supporting pupils with medical conditions policy

### 5. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Resources Committee and the headteacher.

It will be approved by Governing Body

**Note: This policy will be reviewed every three years**

Review date	September 2022
Next Review Date	September 2025
Issued to Resources Committee	
Approved by Governing Body	

