

# **St John's Catholic Primary School**



*"Christ is the Centre of our School Community where we  
live, love and learn together"*

## **Accessibility Policy and Plan for St John's Catholic Primary School (2025 - 2028)**

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001(SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

### **Definition Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability 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 carry out normal day to day activities.'

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

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## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers, parents and visitors with a disability.

## **Principles**

Compliance with the DDA is consistent with the School's aims and single equalities, and the operation of the schools' SEN Policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

St. John's recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework which underpin the development of an inclusive curriculum;

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

## **Activity**

### **a) Education and related activities**

St. John's will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts.

The schools SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

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**b) Physical environment**

The school design is suited to providing physically disabled access as there are designated disabled car park spaces available, we are on a flat site where Early Years and KS1 pupils have direct access into their classroom from the playgrounds, there is a lift to allow access to the first floor and there are large disabled toilets on both the ground and first floor with emergency pull string alarms.

The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

**c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**Linked Policies**

This policy will contribute to the review and revision of related school policies/documents, e.g.

SDP

SEN Policy

Equality and Diversity Policy

**Review Date: March 2025**

Targets	Strategies	Outcome	Timeframe	Evaluation
<b>Equality and Inclusion</b>				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	
Training to raise awareness of equality and disability issues. *ADHD Foundation, Special School outreach training sessions, * For parents - ASD Training Team, ADHD Foundation. *For pupils – Visitors into school/ webinars with a focus on disability, diversity and equality.	Provide training for governors, staff, pupils and parents.  Visitors/ webinars for pupils to learn about disability and equality.	Whole school community aware of issues related to access – in both physical and cognitive terms.		Pupils benefited greatly from live webinar with GB Taekwondo Athlete. Staff training been ongoing, develop the offer for governors. Parents accessing training from ASD training team and ADHD foundation (Aut 22)
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	Annually	
<b>Physical Environment</b>				
Teachers are aware of the access needs of disabled children whom they teach and parent/carers of pupils within their class.	*Include information about specific access needs within individual pupil plans for disabled children as part of the person centred planning process, when and where necessary.	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs - Risk Assessments in place as required.	As and when necessary based upon new information shared from parent/carer, health professionals, outreach support advice etc.	Close communication with families and advice and support from Health professionals lead to children with physical disabilities being fully supported within the school environment.
Senior Leaders are aware of access needs of disabled staff and reasonable adjustments are made to accommodate these needs.	*During Summer term transition meetings current teacher shares any access difficulties they are aware of	Raised confidence of staff and governors in their commitment to meet access needs.	During termly One Page Profile reviews	Risk Assessments completed for any child/ staff who have physical access

	with regards to parents so as that new teacher is well prepared to make any reasonable adjustments for the parent as required.	All parents able to fully access all school activities.		difficulties including for a temporary timeframe e.g. due to a broken leg.
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Head Teacher, SENCO and site manager to audit accessibility of school buildings and grounds. Governors Premises Committee to check accessibility and then produce an Action Plan based on findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	Annually	
<b>Curriculum</b>				
Continue to provide support and training for teachers and support staff on current and relevant aspects of SEND to ensure the curriculum is accessible for all pupils.	<p>Monitor and review the needs of our SEND cohort.</p> <p>Provide any relevant support and/ or training based upon the needs of our pupils and staff.</p> <p>Continue to share in-house good practice.</p> <p>Provide training to staff around EEF recommendations for Supporting SEND within Mainstream settings.</p>	<p>Staff feel confident in supporting the range of SEND needs within their class.</p> <p>All staff trained and confident with adaptive teaching to promote accessibility and inclusivity with regards to SEND pupils accessing the whole curriculum. <i>We recognise that this is an on-going process, and that needs and expertise will change with time.</i></p>	On-going	<p>SENCO and Interventions Manager provide ongoing support for staff.</p> <p>Outreach support services including Educational Psychologist, SENISS Advisory Teachers, OSSME provide specific specialist advice and support to teachers for individual pupils.</p> <p>Staff training accessed from ADHD Foundation, Special School outreach training sessions.</p>
All out of school activities are planned to ensure, where	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers	On-going	*Risk assessments in place for all out of school activities.

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reasonable, inclusion of all pupils.		that comply with current and future legislative requirements.		*Communication with the providers beforehand to discuss any physical disability needs that must be considered and planned for.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Ensure any additional equipment as advised by Health professionals e.g. OT, physio, paediatrician, sensory services or Outreach services are purchased and accessible to pupils/ staff as required.	<p>*Seating arrangements and equipment are considered where necessary and included in a child's SEN Support plan (One Page Profile).</p> <p>*Visual timetables in every classroom to support communication with all pupils (known to benefit many pupils with Autism particularly).</p>	Reviewed annually. On-going.	<p>Sensory resources purchased for individual pupils as required e.g ear defenders, fiddle toys, chew buddies, sloped cushions.</p> <p>Physical resources e.g. sloped writing boards, pencil grips, raised lined paper,</p>
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required	SENCO/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.	Officially for any Statutory Assessments. In-house arrangements for any internal test.	Pupils for whom access arrangements are applied for are granted the additional support requested e.g. additional time, scribe, 1:1 room. Evidence that this is normal working practice is collected over time.
<b>Written/ other information</b>				
Make available school brochures, school newsletters and other information for parents/carers in alternative formats. Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those who require it. The school will make itself aware of the services available through the LA for converting written	The school will be able to provide written information in different formats when required for individual purposes.	On-going	

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	information into alternative formats.			
To continue improving communication for any hearing or visually impaired member of the school community.	To maintain and update systems to support access for these members of the community.	Pupils, parents and visitors who are hearing or visually impaired to be better able to access verbal or written information.	Review annually.	
School website to be accessible to all.	ReachDeck accessibility Toolbar	Families who speak a different language can translate our school webpages into their home language. A range of accessibility tools allows adaptations to be made to the webpages to promote access e.g. text to talk, simplify page, enlarge text, screen mask etc.		