



## Accessibility Plan 2024-2026

### Purpose

The purpose of this plan is to show how St Johns CE Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

### Definition of Disability

According to the Equality Act 2010 a person has a disability if:

**‘You have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on your ability to do normal day-to-day activities.’**

### Key Aims

Over time to ensure pupils/students with a disability have:

- total access to our setting’s environment, curriculum and information and
- full participation in the school community.

**The Accessibility Plan aims to be as inclusive as possible and in keeping with the school’s REACH values.**

### Local Academy Committee

The Combined Local Academy Committee (CLAC) is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an 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.

St Johns CE Primary Academy plans, over time, to ensure 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 reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the on-going period.

### Contextual Information:

St Johns CE Primary was built in 1983. Steps lead down to the school reception from the car park and a sloping path leads from the school building to a gate onto Lower High Street. Gates at the Addison Terrace entrance lead on to the playground.

Steps from the main building lead to the Early Years/KS1 building which has a sloping grassed area for the children to play. Wheelchair users can access the KS1 building via the Reception entrance.

Ramps allow access to the main administration/reception office via a wide door opened by a low-reach push pad.

The school has two wide-access toilets, one in each Key Stage. All the KS2 classrooms have recently been refurbished and now have wide-access door leading from the corridor into each classroom.

All steps are edged in yellow paint to ensure that they are visible to all.

### Improving the access to information

Outcome	Actions	Timescale	Responsibility	Success Criteria
<p>Ensure information to parents/carers is accessible where needed.</p> <p>Most get sent out via dojo so that they can be enlarged and translated as required.</p>	<p>Provide information and letters in clear print</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all documents accessible via the school website, can be accessed by the visually impaired.</p>	As requested.	<p>All teaching staff</p> <p>Office admin staff</p>	All parents receive information in a form that they can access
<p>Improve the delivery of information in writing in an appropriate format for visual impairment</p>	<p>Provide suitably enlarged, clear print for pupils with a visual impairment.</p> <p>Ensure images are focused and not too busy.</p> <p>Use a plain back drop to help enhance a text or an image.</p>	As advised by Visual Impairment support team.	All teaching staff Visual Impairment Team (LA)	Pupils able to access written information.
<p>Access arrangements for statutory assessments</p>	<p>Ensure Year 2 and 6 staff are aware of the assessment and reporting arrangements (QCA)</p>	Annually	Principal and Year group teachers	Pupils are catered for during the statutory testing procedures to allow them to demonstrate their potential.

	Ensure all Year 1 members of staff are aware of the needs of their pupils in relation to the phonics screening test. Ensure that any pupil requiring adapted resources can access these.			
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## Access to the Curriculum

Outcome	Actions	Timescale	Responsibility	Success Criteria
To ensure that all pupils have access to the full curriculum.	<p>Identify staff training needs on curriculum access</p> <p>CPD delivered for Literacy, Numeracy and SEND</p> <p>Ensure resources are appropriate and able to support the pupil's learning need</p> <p>Work in collaboration with Sandwell Inclusion Support Team</p>		Leads with responsibility for: Literacy Numeracy SEND	<p>Lesson planning and lesson observations demonstrate differentiation.</p> <p>Data shows that pupils make progress.</p> <p>Teaching staff are confident in delivering the curriculum.</p>
<p>Ensure staff have specific training or awareness raised for any disability/medical issues that may affect curriculum access.</p> <p>Staff have had training on the following areas: -Cystic Fibrosis - diabetics - ADHD - ASD - EBNSA - SALT general - SALT- selective mutism</p>	<p>CPD for:</p> <ul style="list-style-type: none"> <li>• epipen training</li> <li>• staff given information about pupils medical/social needs for their classes</li> <li>• behaviour management</li> <li>• asthma</li> <li>• all EYFS paediatric first-aid trained</li> </ul>	Annually and as need arises	<ul style="list-style-type: none"> <li>• School nurse</li> <li>• Teachers</li> <li>• Inclusion support BST</li> <li>• External medical agencies as individual needs arise</li> </ul>	<p>Staff confident and able to deal with medical needs.</p> <p>Teachers aware of the medical needs of pupils within their classes.</p>
<p>Ensure all staff are aware of disabled children's curriculum access</p> <p>Care plans are set up for all children who require one.</p>	<p>Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child</p>	As required	All staff	All staff aware of individuals needs
All educational visits to be accessible to all	<p>Develop guidance for staff on making trips accessible, ensuring each new venue is</p>	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities

Individual risk-assessments are created if required.	checked for appropriateness  The school EVC to support staff.  Risk assessments carried out for individual visits/activities as per school policy.			
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Seek disabled sports people to come into/advise school.	As required	PE Subject Lead	All to have access to PE and be able to achieve.

### Improving access to the physical environment of the school

Outcome	Actions	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the SEN process when required  Be aware of staff, governors and parents access needs and meet as appropriate  Consider access needs during recruitment process	As required  Induction and on-going if required  Recruitment process	SENCO  Principal/Governors  Principal/Governors	Individual risk assessments/targets in place for disabled pupils and all staff aware of pupils needs  All staff and governors feel confident their needs are met  Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas  We have alternative routes for anyone who requires.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	When any new building work is planned and response as necessary from advice from outside agencies.	Principal Governors Site manager School Surveyor:(St Chad's Academy Trust)	Re-designed buildings are accessible to all
Enable access for pupils, staff, governors, parent/carers and visitors with visual impairment	Maintain contrasting edge to steps Ensure lighting is good All steps to be highlighted with yellow edging.	Health and Safety inspections	Principal Governors Site Manager	Visually impaired people feel safe in school grounds
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from Inclusion Support/hearing impaired unit on the appropriate equipment	As required	Appropriate bodies for hearing impairment SENCO	All children have access to the equipment

<p>Advice from professionals is followed:</p> <ul style="list-style-type: none"> <li>-central seating</li> <li>-in view if the teacher</li> <li>-radio aids to be used</li> <li>-specific language</li> <li>-short instructions</li> <li>-use of visuals to support</li> </ul>				
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties, including accessibility for wheel-chair users.</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>On-going and as required</p>	<p>SENCO Principal Site Manager</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>

**To be reviewed: 2026**