



St. John the Baptist
Catholic Primary School

We will prepare the way by loving, living and learning with the Lord



Our Lady and All Saints
Catholic Multi Academy Company
Strong in Faith

ACCESSIBILITY POLICY AND PLAN

Audience: Staff, Governors, Parents/Carers

Frequency of Review: Annually

Postholder Responsible for Review: Sinead Drust (SENDCO)

Recommended Associated Documents:

- Equality Policy
- SEND Policy
- SEND Information Report
- Medical Conditions in School
- Behaviour Regulation Policy

To be Reviewed – September 2025

St John the Baptist Catholic Primary School is active in promoting an inclusive positive environment by ensuring that every pupil is given an equal opportunity to develop socially, to learn and to enjoy school life. Our school continually looks for ways to improve accessibility within the school and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

Aims and Objectives

At St John the Baptist Primary School we are committed to establishing equality for all pupils, parents/carers, staff and visitors to our school. St John the Baptist Primary School aims to:

- provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- secure an inclusive learning environment and to support individual pupils with special educational needs and / or disabilities

Schools' Planning Duty

To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school

Schools need to carry out accessibility planning for pupils with a disability. This Accessibility Plan sets out how the governing body of St John the Baptist School plan to proactively improve the equality of opportunity for those within its school community who have a disability as required by the planning duties in the Equality Act 2010. A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

The accessibility plan focuses on three 'key areas':

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The plan will be updated annually.

Current Practice at St John the Baptist Primary School

Current Practice: The extent to which disabled pupils can participate in the school curriculum

Our school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

Schemes of work and policies for each area of the curriculum are in place and adapted to include appropriate learning outcomes for pupils.

Physical education lessons are adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

We use visual timetables, task management boards, sensory support aids, signs and symbols for targeted pupils

We aim to make all trips inclusive by planning in advance, using accessible places and completing risk assessments.

We ensure that Access Arrangements are implemented for SATs

The Inclusion Team within the school provides additional support for pupils to access the curriculum. St John the Baptist School SEND Information Report provides further detail.

Staff at the school have a wide range of qualifications, training and experience of working with children with a varied range of needs.

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Current Practice: Access to the physical environment of the school

The school is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises. The environment is continually enhanced through the school's building maintenance programme.

- Entrance to St John the Baptist School is suitable for wheelchair access
- There is a disabled parking space and dropped kerb to facilitate wheel chair access
- Classrooms are accessed by corridors from which there is also wheelchair access
- The school has a mobile ramp for children with physical disabilities
- There is an accessible toilet and wet room available in the school to cater for individual requirements
- The school has adequate space to meet with parents and carers
- There are Teaching & Learning areas to facilitate small group work and individual work

Current Practice: The delivery of information to persons with a disability

The school uses some specialised equipment to benefit individual pupils and staff appropriately.

St John the Baptist Primary School Accessibility Plan
Access to the Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Actions should be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
To ensure staff have the training and expertise in different aspects of SEND.	SENDCO OLAAS SENDCO	OLAAS to direct SEND training focus every term SENDCO to include training focus in SJB SEND action plan	OLAAS Power point and training resources OLAAS SEND budget	Every Term	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.
To refresh staff knowledge of Autism and the strategies to use to support pupils with Autism.	SENDCO SISS ASD Team	Whole staff AET training to be delivered during September 24 INSET. SENDCO to meet with SISS ASD teacher every term to plan and review.	Universal AET training	Autumn term 2024	Staff will be confident supporting pupils with ASD. Pupils with ASD will be able to fully access the curriculum. AET leads will ensure staff and pupils are correctly supported.
To embed a nurturing culture and ethos throughout school; enhancing teaching and learning, and	SENDCO Learning Mentor Nurture UK Education Mental Health Practitioner	SENDCO and Learning Mentor to participate in the Nurture Programme Training. Boxall Profile to be used to screen and	Nurture Programme EMHP to provide resources to be shared with pupils	Nurture programme to begin on 1 st Oct 24 and will continue during the academic year.	Improved pupil self-confidence, motivation and engagement in learning. Improved staff knowledge and

<p>promoting SEMH outcomes for the whole school community. This focuses on pupils' emotional needs and development alongside their academic learning.</p>	<p>SISS SEMH Teacher</p>	<p>support SEMH intervention.</p> <p>The Education Mental Health Practitioner to continue to share appropriate resources with pupils, parents/carers and staff.</p> <p>SENDCO to request pupil support from EMHP or SISS SEMH when required.</p> <p>To use flexibility in the curriculum to support pupils with SEMH.</p> <p>To plan curriculum activities to promote the personal development and well-being of pupils.</p>	<p>School to purchase SISS SEMH support – 36 hours.</p> <p>Maintain sensory support equipment and resources in the Rainbow Room.</p>		<p>understanding of the challenges faced by some pupils</p> <p>Improved pupil progress and attainment –tracking data</p> <p>Positive engagement and feedback from parents/carers</p>
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St John the Baptist Primary School Accessibility Plan
Access to the Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Actions should be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
To maintain safe access for all pupils around the interior of the school <ul style="list-style-type: none"> ➤ Academic areas ➤ Sporting areas ➤ Social areas ➤ Play areas 	Site Manager All Staff members	Ensure all of the areas are kept clear of any obstructions.	Maintenance budget	Ongoing	Safe independent access for all pupils.
To maintain safe access around exterior of school	Site Manager	Ensure that pathways are kept clear of vegetation and obstruction. Make sure grounds maintenance contractors know which areas to prioritise.	Maintenance budget	Ongoing	Increased independent access for pupils with an impairment or disability.
Disabled parking	Site Manager	Ensure disabled parking spaces are always	Maintenance budget	Ongoing	Disabled badge holders always able to access

		available for those parents and pupils			disabled parking, when required. Prompt action taken for users who do not park appropriately.
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St John the Baptist Primary School Accessibility Plan
Access to Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Actions should be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Information is fully accessible to all children	SENDCO Class teachers SENTAA	All staff to use widget online to support the presentation of information to all learners. Assessments for visual memory/ processing difficulties will be requested (SENTAA)	Widgit online School to purchase SENTAA support	Ongoing	Pupils with any difficulties will be identified early and supported to access the curriculum.

		to identify possible difficulties and to identify further support.			
Make available school brochures, school newsletters and other information for parents/carers in alternative formats when specifically requested.	Office Staff Head Teacher	Availability in different formats Class dojo translation support	Class Dojo Translation / adaptation Helperbird App	Ongoing	Written information is available in alternative formats and languages. All admin staff, parents and community users know how to access alternative forms.