



**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 2026**

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 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 wheelchair 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 are 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 considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

<b>Priority</b>	<b>Lead People</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
<b>To ensure staff have the training and expertise in different aspects of SEND.</b>	SENDCO  OLAAS SENDCO	OLAAS to direct SEND training focus every term  PINS programme to support staff CPD  SENDCO to include training focus in SJB SEND improvement action plan	OLAAS Power point and training resources OLAAS SEND budget  PINS support materials	Every Term  Allocated INSET and Staff meeting sessions to enable the delivery of PINS CPD	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. PINS programme evaluation to be completed by the SENDCO.
<b>To develop staff knowledge of Assistive Technology to support all pupils to access the curriculum.</b>	SENDCO  PINS practitioner	Whole staff training to be delivered.  SENDCO to monitor the impact of training on pupil access to the curriculum.	Training accessed via the PINS project.	Spring Term 2026	Staff will have an increased confidence supporting pupils to use IT and AI to access the curriculum. Pupils will be able to fully access the curriculum.
<b>To embed a nurturing culture</b>	SENDCO  Learning Mentor	SENDCO and Learning Mentor to participate in the Nurture	Nurture Programme	SENDCO and Learning Mentor to participate in reviews with	Improved pupil self-confidence, motivation

<p><b>and ethos throughout school; enhancing teaching and learning, and promoting SEMH outcomes for the whole school community. This focuses on pupils' emotional needs and development alongside their academic learning.</b></p>	<p>Nurture UK</p> <p>Education Mental Health Practitioner</p> <p>SISS SEMH Teacher</p>	<p>Programme Training and to disseminate to all staff.</p> <p>Boxall Profile to be used to screen and support SEMH intervention.</p> <p>The Six Principles of Nurture to be evident in the school environment and practice.</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>EMHP to provide resources to be shared with pupils</p> <p>School to purchase SISS SEMH support – 36 hours.</p> <p>Maintain sensory support equipment and resources in the Rainbow Room and in the classrooms.</p>	<p>Nurture UK. Evidence to be collated to inform a school application for the Nurture Award in Spring 2026.</p>	<p>and engagement in learning.</p> <p>Improved staff knowledge and 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> <p>Successful achievement of the nurture award</p>
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		To plan curriculum activities to promote the personal development and well-being of pupils.			
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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.

<b>Priority</b>	<b>Lead People</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
<b>To maintain safe access for all pupils around the interior of the school</b> <ul style="list-style-type: none"> <li>➤ <b>Academic areas</b></li> <li>➤ <b>Sporting areas</b></li> <li>➤ <b>Social areas</b></li> <li>➤ <b>Play areas</b></li> </ul>	Site Manager  All Staff members	Ensure all the areas are kept clear of any obstructions.	Maintenance budget	Ongoing	Safe independent access for all pupils.

<b>To maintain safe access around exterior of school</b>	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.
<b>Disabled parking</b>	Site Manager	Ensure disabled parking spaces are always available for those parents and pupils	Maintenance budget	Ongoing	Disabled badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.

**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 considering pupils' disabilities and the preferences of themselves or their parents/carers.

<b>Priority</b>	<b>Lead People</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
<b>Information is fully accessible to all children</b>	SENDCO Class teachers SENTAA	All staff to use widget online to support the presentation of	Widgit online  School to purchase SENTAA support	Ongoing	Pupils with any difficulties will be identified early and

		<p>information to all learners.</p> <p>Assessments for visual memory/ processing difficulties will be requested (SENTAA) to identify possible difficulties and to identify further support.</p>			supported to access the curriculum.
<p><b>Make available school brochures, school newsletters and other information for parents/carers in alternative formats when specifically requested.</b></p>	<p>Office Staff Head Teacher</p>	<p>Availability in different formats</p> <p>Class dojo translation support</p>	<p>Class Dojo Translation / adaptation</p>	<p>Ongoing</p>	<p>Written information is available in alternative formats and languages. All admin staff, parents and community users know how to access alternative forms.</p>