St. John the Baptist
Catholic Primary School
We will prepare the way by loving, living and learning with the Lord
Viam Parabimus

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

Review: September 2027

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.

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
To ensure all pupils have access to high quality teaching. **To consider where outcomes can be adapted so pupils can demonstrate learning in different ways to reduce cognitive and fine motor load.**	SENDCO	Revisit EEF: SEND in mainstream school recommendations Focused lesson planning and adapting the curriculum SENDCO monitoring - Learning Walk, Book trawl, Marking and Feedback, Pupil Voice	EEF support materials	Every Term Allocated INSET and Staff meeting sessions	Staff are confident using strategies to support neurodiverse learners STP is adapted according to needs of pupils. Pupils are confident using assistive technology to support their learning Classrooms are inclusive Monitoring evidence shows that staff are following EEF guidance for planning and adapting the

					curriculum for neurodiverse learners.
Improve access to learning materials for pupils with sensory or physical needs	SENDCO Subject Leaders	Ensure learning materials are available in accessible formats, including enlarged print, coloured overlays, visual supports, and assistive technology.	Assistive technology, accessibility software, visual resources Advice from SISS SPI	Ongoing	Pupils can independently access curriculum materials.
Continue to strengthen relationships with families.	SENDCO	Reflect on/analyse results from the PINS parent/carer questionnaire feedback Consider how parent voice can be further broadened, particularly for families of children with SEND who may not engage with existing forums Establish regular parent forums, workshops, and structured conversations to build trust and shared responsibility.	Professionals (e.g. MHST, School nurse) to attend parent consultation evenings, drop-in clinics and inclusion coffee mornings	Every term	Stronger parental engagement evidenced by increased attendance at forums, improved satisfaction, and positive feedback. Parents/Carers implement knowledge/strategies shared during the parent/carer engagement sessions Parents/Carers and pupils recognise and celebrate pupil progress

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 ➢ **Academic areas** ➢ **Sporting areas** ➢ **Social areas** ➢ **Play areas**	Site Manager All Staff members	Ensure all the areas are kept clear of any obstructions.	Maintenance budget	Ongoing	Safe independent access for all pupils.
Improve classrooms, corridors and other spaces to meet a range of needs, considering acoustics, lighting, temperature and removing visual clutter and distractions	SENDCO SLT Site Manager Resources (HI and VI)	Action advice and recommendations from SISS HI & VI audits Pupil Voice	Audit resource recommendations Seating & Tables Lighting Acoustics	Ongoing	Inclusive classrooms and corridors with a focus on removing barriers to learning

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 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.

Priority	**Lead People**	**Strategy / Action**	**Resources**	**Time**	**Success Criteria**
Improve access to written information for pupils with SEND	SENDCO SLT Class teachers	All staff to use widget online to support the presentation of	Widget symbols, visual timetables, adapted learning materials	Ongoing	Pupils can access information independently and

		information to all learners. Provide information in alternative formats, including large print, simplified language, visual supports, symbols, and coloured backgrounds where appropriate.			understand key instructions.
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	Ongoing	Written information is available in alternative formats and languages. All admin staff, parents and community users know how to access alternative forms.