



St John the Baptist RC Primary School

Accessibility Plan

December 2025

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of St John the Baptist RC Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

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.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Next review date: December 2026 _____

School Context

St John the Baptist RC Primary School aims to treat all pupils, staff, parents and visitors fairly and with respect. This involves providing access and opportunities for all pupils, staff, parents and visitors without discrimination of any kind. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

St John the Baptist RC Primary School is committed to providing an environment that enables full curriculum access through:

- Providing INSET/staff training relating to equality issues with reference to the Equality Act 2012, including understanding disability issues. Training will support staff to ensure all pupils within each lesson are able to access the content through appropriate adaptive teaching strategies.
- Auditing resources within each curriculum area to support staff in delivering high quality lessons to meet the needs of all pupils.
- Working closely with the SENDCO to monitor provision for pupils with additional needs.
- Developing close working relationships between support staff and class teachers to ensure that support is fully utilised.
- Ensuring equal access for pupils with additional needs to clubs, school visits and extra-curricular activities with considerations made for pupils when planning trips and completing risk assessments.
- Ensuring pupils feel fully supported and included within the school through close links with parents and external agencies.

At St John the Baptist RC Primary School we have a range of pupils who, with support, can access mainstream education. We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- An adapted curriculum, including written materials e.g. handouts, textbooks, timetables and information about the school
- A range of support staff
- Specialist or auxiliary aids and equipment including interactive ICT equipment
- A consideration of the physical environment for each individual child with SEND, which could include improvements to the physical environment and physical aids to access education
- Specific equipment sourced from Occupational Therapy or other agencies
- Liaison with outside agencies
- Liaison with parents.

St John the Baptist RC Primary School is a single-form mainstream primary and nursery school for children aged 3 to 11 years old. The school comprises of two buildings – one housing EYFS and the other KS1 and KS2. The main building has two floors with the second floor currently inaccessible for wheelchair users. There is disability access to all first-floor classrooms and main areas of the school.

The school has children with a range of disabilities, which include Autistic Spectrum Condition, ADHD, visual impairment, hearing impairment and physical difficulties. We also have some children with medical needs, such as, asthma, eczema and allergies. Staff are made aware of these children and training is given on administering medication. We have competent First Aiders who hold current First Aid certificates and a number of staff are trained in paediatric first aid. Medical care plans are drawn up by parents, school and medical professionals. Any prescribed medication that is part of a long-term medical care plan is kept either in secure First Aid cabinets, in the fridge or any other safe and suitably agreed place. Any medication that is administered during the school day by staff is recorded.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

As part of our school admission process, we liaise with parents and carers about any disability and/or health conditions. Parents will complete a medical form highlighting any medical needs and physical limitations. Regular parents' meetings are held throughout the year at which time any needs regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or needs that arise regarding their child or themselves.

All entrances to the school are either flat or ramped, and have wide doors. The main reception entrance has recently been remodeled and now has a wide, automatic door.

There are disabled toilet facilities available fitted with handrails and a pull emergency cord.

The school has internal emergency signage and fire escape routes are clearly marked.

We have highlighted step and stair edges to support those children with visual impairments.

We work closely with outside agencies, such as, Occupational Therapy and the Physical Disabilities and Assistive Technology team (RANS PDAT) to support children with disabilities.

Senior leaders and subject leaders carefully design and plan the curriculum to ensure that all pupils with physical disabilities and learning needs to access all areas of the curriculum. We provide adapted teaching strategies and resources to support their accessibility.

Use of Electronic methods of reporting to, and contacting parents, such as, Tapestry, Twitter and Arbor app.

1. Improving Participation in the Curriculum

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ SENDCo	Termly meetings with parents/carers Annual Review meetings with SENDCo Stay and Play sessions/Parent Workshops	Time allocated	In place and ongoing	Parents/carers fully informed about progress and engage with their child's learning
Ensure quality first teaching meets the needs of all children through adaptive teaching	SLT/ SENDCo	Focused teacher planning informed by assessment of individual pupil needs. Use of effective adaptive teaching strategies (Scaffolding, Explicit instruction, Cognitive and metacognitive strategies, Flexible grouping, Use of technology) Intervention and consolidation provided where necessary. Curriculum reviewed frequently to meet the needs of all pupils.	All staff	In place and ongoing	All pupils make appropriate progress. Needs of almost all learners are met with reasonable adjustments.
Children with sensory impairments are able to access the classroom resources	SENDCo/ Teachers	Liaise with relevant agencies to identify and support with equipment/modifications that are required.	Equipment/ Resources as required.	In place and ongoing	Children with sensory impairments are able to access curriculum fully.
Training for staff in the identification of and teaching children with a range of disabilities or specific learning difficulties.	SLT/ SENDCo/ School Nurse	Epipen training Epilepsy training Training from EP team Guidance from specialists – VI team, SALT, PDAT team, OT team, TTL team Staff work alongside SENDCo to make relevant referrals	Training time TA time allocated	In place and ongoing	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources and specialised equipment to	SLT/ SENDCo/	Strategic deployment of support staff Use of ICT, eg: Clicker	Specific apps to support learning	In place and ongoing	Positive impact on pupil progress

increase access to the curriculum for all the pupils	PDAT team	Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books/overlays, pencil grips, adapted pens, chewelry, fiddle toys Guidance from PDAT team	on iPads Other resources as required for individual pupils		Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	SLT/ SENDCo	Speech and language therapy programmes Timetable adaptations Touch-typing programmes	Programmes from SALT Laptop/iPads	In place and ongoing	Staff are able to deliver SALT programmes
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/ SENDCo	Risk assessments undertaken when necessary	Any specialist equipment needed to access a club	In place and ongoing	Increased access to activities

2. Improving Physical Environment

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Classrooms are organized to promote the participation and independence of all pupils	SLT/ SENDCo/ Teachers	Teachers use professional judgment to lay out the classroom furniture to meet the needs of the pupils in their class. Working walls provide appropriate amount of support	Resources used to support children's needs e.g. cushions, pencil grips, ear defenders.		
Access into and around school to be fully compliant	SLT/ SENDCo	Lift for wheelchair access to second floor	Lift to be fitted within existing lift shaft Cost of equipment	Future plan	School will be fully accessible to wheelchair users
Visual supports for visually impaired	SLT/ Site manager	Maintenance of steps, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the VI Team where applicable	Cost of materials and labour	In place and ongoing	Hazards highlighted to increase safety for visually impaired people
Maintain safe access around exterior of school	SLT/ Site manager	Ensure that pathways are kept clear of vegetation	Site management resources	In place and ongoing	People with disabilities can move unhindered along exterior pathways
The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and	SLT/ Site manager	Access plans for individual disabled pupils as part of the Care Plan process when required (e.g. PEEP). Be aware of staff, governors and parents/carers access needs and meet as appropriate. Collate information in school office to acknowledge the disability needs of parents/carers and the potential requirement of school support. Consider access needs during recruitment process.	Cost of any adjustments that need to be made	In place and ongoing	Care Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met.

visitors					Parents/Carers have full access to all school activities. Access issues do not influence recruitment and retention.
Personal hygiene and medical issues are dealt with paying full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those requiring support with toileting.	All staff	Clear plans, identifying where children will take medication. Care plans are created for children with toileting needs.	Toileting requirements	In place and ongoing	Children are able to take medication in a safe, designated space. Children requiring toileting support have a safe, dignified place.
Continue to ensure all disabled pupils/staff/visitors can be safely evacuated.	SLT/Site manager	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place. Ensure all staff are aware of their responsibilities.	Designated staff Evacuation chair	In place and ongoing	All pupils, staff, parents/carers, and visitors are safe in the event of an evacuation.
All fire escape routes are suitable for all and incorporates appropriate capacity for pupils with disabilities.	Site manager	Ensure all fire escape routes are clutter-free and are suitable for all pupils.	Time	In place and ongoing	All pupils, staff, parents/carers, and visitors are safe in the event of an evacuation.

3. Improving access to information

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Availability of written material in alternative formats (including dyslexia-friendly format)	SLT/ SENDCo/ Business Manager	Newsletter made available on school website Alternative formats provided on request Key information for people and children with disabilities made available and signposted on school website	Time allocated BDA print recommendations	In place and ongoing	Parents/carers fully informed about school life and opportunities available to them/their child
All parents and carers able to access parents evenings	SLT/ Staff	Staff to provide alternative arrangements for parents unable to attend due to disability (Phone call, zoom meeting, written information)	Time allocated	In place - Termly	Parents/carers fully informed about progress and engage with their child's learning
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	SLT/ Business manager	Conduct parent/carer survey to collect parents' opinions and disseminate information.	Form on school website	Annually	School is more aware of the opinions of parents and acts on this. Parental opinion is surveyed and action taken appropriately.