

St James and St John Church of England Primary School



Accessibility Plan

**Kindness, Respect, Collaboration, Resilience, Aspiration, Courage,
Friendship**

This plan was written: November 2025

The plan is to be reviewed: November 2028

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St James and St John Church of England Primary school we are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their age, 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, understanding and inclusion.

We unite together to enable **all** to prosper in every aspect of their life as they begin their journey with St James and St John Church of England Primary School.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan. It covers the period from November 2025 – November 2028.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers an adapted curriculum to enable all pupils to prosper	Technology is used to improve access to the curriculum: IDL Maths, Ipads	Purchase more Ipads	Headteacher	November 2027	Technology is used to improve accessibility to the curriculum and to improve progress
	We use resources tailored to the needs of pupils who require support to access the curriculum	Pupils have access to auditory resources and dyslexia friendly texts	Research and implement programs that can support learning for pupils with a disability - Oxford Owl free RWInc ebooks, purchase dyslexia friendly texts, (BigCat ebooks?)	Teachers SENCo	November 2026	
	Curriculum progress is tracked for all pupils, including those with a disability	Teaching and learning using a variety of methods: visual, pictorial, kinesthetic and auditory.	Lesson observations to audit learning methods (visual, pictorial, kinesthetic and auditory)	Headteacher Subject leads SENCo	July 2026	Teaching and learning styles are varied to support learning by all
	Targets are set effectively and are appropriate for pupils with additional needs	Tasks are set in small achievable chunks	Lesson observations	Headteacher Subject leads SENCo	July 2027	
	Curriculum addresses gaps in learning for pupils with a disability	Our curriculum includes positive images of people with a disability	Review texts used in English to ensure they include people with disabilities – English lessons	Teachers English lead	July 2026	Books and visual displays, teaching resources will show people with disabilities
	SENCo ensures paperwork for HNBF and EHCP is accurate and comprehensive		Review reading books to ensure they include people with disabilities – book band and reading for pleasure	Teachers English lead	July 2027	
	Intervention programmes are used to accelerate learning and close the gaps for children with SEND	Trips / visits are accessible for pupils with a disability	Review resources used to teach foundation subjects to ensure they include people with disabilities – SMARTs, powerpoints	Subject leads	July 2027	
	Use of myHappyMind (PSHE scheme) to help children understand the science behind how their brain works and how to impact their own self esteem and resilience. myHappyMind is designed to meet the needs of neuro-diverse children.		Conduct a trip review of accessibility – especially residential	Headteacher Admin Assistant	July 2026	Pupils with disabilities are able to access the enrichment activities provided on trips
	Use of visual timetables in classrooms					
	Use of coloured exercise books for pupils with visual stress impairment / dyslexia					

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor wide enough for wheel chairs • Disabled / wheelchair access via the main entrance at both sites • Disabled toilet at the Chackmore site • Library shelves at wheelchair-accessible height (Chackmore) • Disabled / wheelchair access via the two back doors at Chackmore • Smooth path round to the playground at Chackmore • Designated area for disabled parking for a parent at Chackmore 	<p>Disabled toilet / changing facilities Akeley</p> <p>Identification of disabled parking bays.</p> <p>EYFS Outdoor area to be accessible via the classroom</p>	<p>Ramp installed at the EYFS external door to the outdoor learning area.</p> <p>Disabled parking bays identified and marked out</p> <p>Disabled toilet and changing facility to be created at the Akeley site.</p>	<p>Health & Safety Governor, SEN Governor, SENCO and Headteacher</p>	<p>November 2028</p> <p>July 2026</p> <p>November 2028</p>	<p>Local Authority fund slope at the rear exit of EYFS</p> <p>Disabled staff / visitors have accessible parking</p> <p>Disabled access to a toilet at the Akeley Site</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Effective communication and access to information</p>	<p>Meet the teacher sessions in September</p> <p>Termly parent meetings with class teacher.</p> <p>Curriculum overviews produced and shared with parents half-termly.</p> <p>Half-termly newsletter. Hard copy available from the school office.</p> <p>Clear channels of communication through the school email, ParentMail, Clasdojo and the phone.</p> <p>SEND offer and policies shared through school website.</p> <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • External signage • Pictorial or symbolic representations <p>Information in different font sizes and language are available upon request.</p> <p>Interactive Whiteboard are at an appropriate height for all pupils.</p> <p>Cream / buff background used on interactive whiteboards.</p> <p>Classrooms are clear, uncluttered spaces with minimum displays, encouraging minimal stimuli, to avoid sensory overload.</p>	<p>Meet the needs of parents with learning difficulties</p>	<p>Verbal communication used to support written communication for specific parents</p>	<p>Teacher</p> <p>Admin assistant</p>	<p>November 2028</p>	<p>Parents are supported with understanding the communication that comes from school</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO, SEND governor and the Headteacher.

The accessibility plan will be an agenda on the Health and Safety / Premises committee.

It will be approved by the Headteacher (Louise Woods) and the Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- › Risk assessment policy
- › Health and safety policy
- › Equality information and objectives (public sector equality duty) statement for publication
- › Special educational needs (SEN) information report
- › Supporting pupils with medical conditions policy
- › SEND policy