St John's Community Primary and Nursery School

Accessibility Policy 2026

Formally adopted by the Governing Board of:-	**St. John's Community Primary School and Nursery**
On:-	**2021**
Chair of Governors:-	**Tim Jermyn**
Last updated:-	**January 26**

Accessibility Plan

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.

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.

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.

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

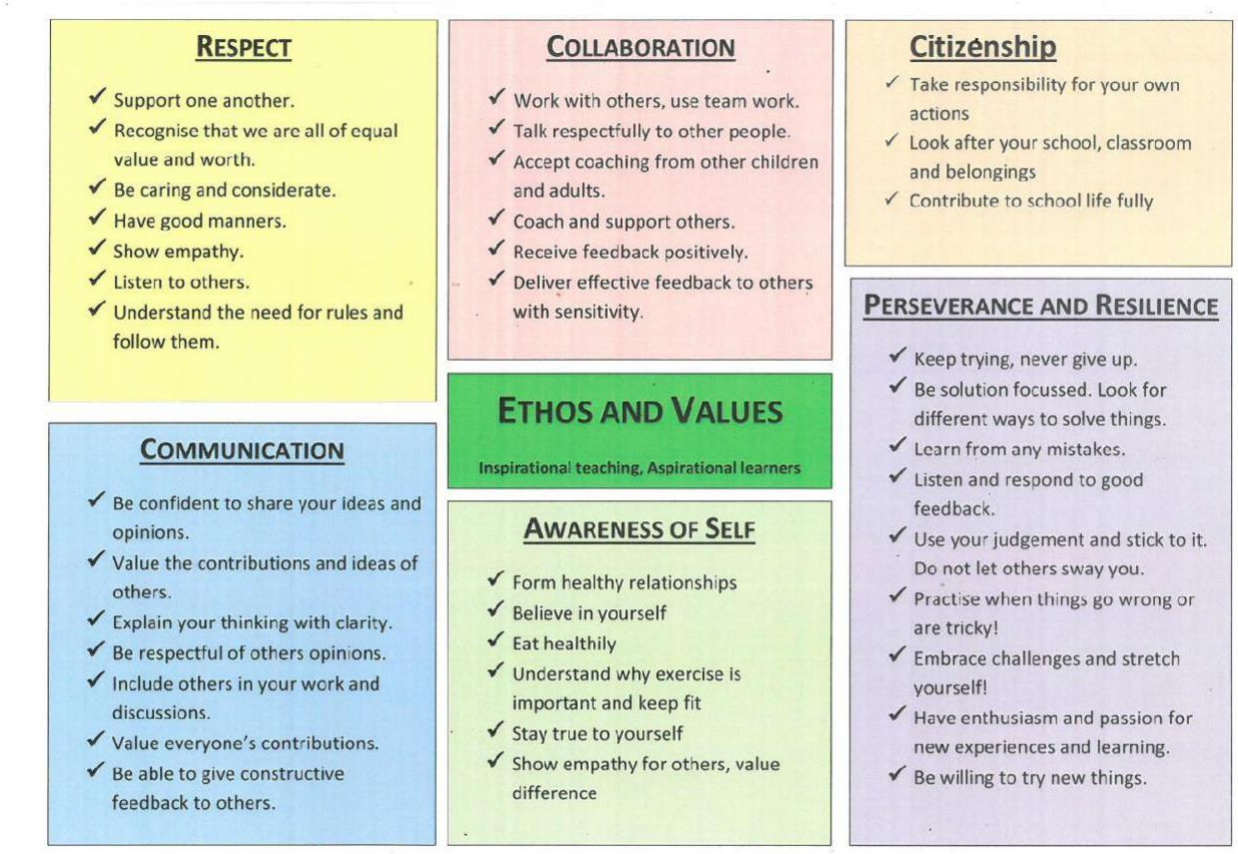
Our Aims are to provide:

The Staff and Governors of St. John's C.P. School are committed to enabling all children to become lifelong learners and to acquire the attitudes, confidence, skills and knowledge to become resilient citizens within the community.

In order to achieve this, we aim to:-

- Provide a creative and personalised curriculum enabling all pupils to achieve their potential.
- Provide a safe and nurturing environment in which children's emotional well-being is of the utmost importance.
- Provide a wide range of rich and varied experiences, which will raise aspirations and encourage enquiring minds.
- Establish purposeful and open relationships with parents.

In order to achieve this, we strive to develop six key values in all young people as detailed below. The values run through all we do in school including the curriculum and are displayed within every class. The values of the school are reviewed regularly with all stakeholders.



Current good practice:

1. Inclusion and Well-being Mentor works every day at the school to support all children with social and emotional needs/well-being support.

2. There are two large disabled toilets; one with shower facilities included.
3. The corridors and doorways are all wide and allow easy access about school.
4. A stair lift fitted allows access internally for all pupils between both storeys of school.
5. There are many opportunities for all parents to access support from school in different ways such as newsletters, coffee mornings, virtual chats and one to ones.
6. Staff training has provided staff with opportunities to feel equipped to meet the diverse needs of the community to a high standard and with understanding.
7. All aspects of site are accessible.
8. Parents have many opportunities during the year to access different parts of school life via different mediums- zoom/face to face/emails/calls/newsletters/classroom visits etc.

St John's Community Primary School and Nursery Accessibility Plan 2025

1. Improving Participation in the Curriculum					
Priority	**Lead**	**Strategy / Action**	**Resources**	**Timescale**	**Success Criteria**
Ensure all children have access to clubs after school despite barriers	RQ	Review pupils attending clubs and ensure those with possible barriers are given opportunity to access all	Money	Review participation termly as part of HT reports.	Pupils from all groups will be represented at clubs- no pupil will be denied the opportunity to attend
To ensure staff are competent and trained to safely support pupils with medical needs.	SM	Ensure annual medical training for the correct staff is identified and completed. Review with staff how they feel after completing and ensure they are able to support effectively.	CPD	Ongoing annual training Diabetes training- February 26 Moving and Handling training January 26	Staff will feel confident to support children.
Review planned curriculum for Forest school to ensure all children have access to all parts of it.	RQ/CH/PF	Ensure all pupils can access the space safely. Plan intent and steps through provision for all year groups. This is underway and is being recorded also and will need to be reflected upon following a full year.	Ongoing money for resources	September 2026	All pupils will have access to the outdoor space.
Ensure all stakeholders are represented in resources used in school	SM/RQ	Audit resources and representation within them. Talk to children	£500 to buy additional resources.	March 2026	Resources will depict all stakeholders.
2. Improving Physical Environment					
Priority	**Lead**	**Strategy / Action**	**Resources**	**Timescale**	**Success Criteria**
Develop pastoral space and use of sensory room newly installed	SM	Monitor use of sensory space and maintenance of pastoral room and resources	Money	July 26	Room will be well used and well maintained

Develop wildlife garden and sensory area	**SA/RQ/CH/KW**	**Ensure ongoing maintenance of wildlife garden- look to create a sensory space that can be accessed by pupils that will most benefit from this.**	**Staff member to take responsibility**	**January 27**	**Wildlife garden will be better used by all children**
3. Improve the Delivery of Written Information					
Priority	**Lead**	**Strategy / Action**	**Resources**	**Timescale**	**Success Criteria**
Develop outcome reviews for when case close to Inclusion worker	**RQ/MR**	**Work together to devise a short summary to summarise intervention and possible next steps once case closed to Inclusion worker- this can be retained as evidence of intervention and impact.**	**Time**	**Easter 26**	**Shared with staff.**
Guidance sheets around all aspects of SEND available for staff to help plan IEP's	**SM**	**Staff training** **Resources shared and available**	**Zoom**	**June 2026**	**Sheets will be available in SEND area and staff room and will also be on server.**