

St John's Primary Academy

Accessibility Plan

2023 to 2026

This plan should be read in conjunction with the **Whole School Development Plan** and outlines the proposals of the **Local Governing Body** of **St John's Primary Academy** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010; Curriculum, Physical Environment & Information.

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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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.

The Action Plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan will be reviewed at least every three years, but may be updated more regularly to take into account the changing needs of the academy and its pupils.

Issue	What	Who	When	Outcome	Review
Physical Environment:	Providing edging	Site	Spring	Painted steps are more visible and	
Children with visual	strips to external	Supervisor	Term 2023	ensure that children and visitors are	
impairments accessing step	steps (eg painted)	SENDCo –		able to use these with minimised risk	
areas safely around school and	Environment Audit	liaison with		of trips/falls	
environment					
		Team		·	
				identifies areas to be updated.	
Physical Environment:	Annual review of	SENDCo →	Academic	Classroom organisation is considered	
Ease of access in classroom	classroom	Teaching	Year 2022-	and enables ease of access.	
environments	environments –	staff.	2023		
	ensure classrooms			Mechanisms are identified and put in	
	continue to be			place to support access to learning	
	organised with ease			and reduce/remove barriers to	
				learning.	
	•			· · · · · · · · · · · · · · · · · · ·	
		_	,		
		staff	2023		
barriers to learning	•			resources, writing slopes etc.)	
,		•			
•		Staff	2023		
G	_			individuals and groups of pupils.	
Speech and Language.					
	groups or pupils).				
	Physical Environment: Children with visual impairments accessing step areas safely around school and the general external environment Physical Environment: Ease of access in classroom	Physical Environment: Children with visual impairments accessing step areas safely around school and the general external environment Physical Environment: Ease of access in classroom environments Physical Environment: Ease of access in classroom environments Curriculum Access: Ease of access to learning & mechanisms to reduce/remove barriers to learning Curriculum Access: Curriculum A	Physical Environment: Children with visual impairments accessing step areas safely around school and the general external environment Physical Environment: Ease of access in classroom environments Curriculum Access: Ease of access to learning & mechanisms to reduce/remove barriers to learning for all staff in regards to individual SEND needs − eg ASC, Dyslexia, Motor skills, Speech and Language. Providing edging strips to external strips on thit Vision Inclusion Team Physical Environment Audit Vision Inclusion Teaching strips to external strips on inclusion Team Physical Environment Audit Vision Inclusion Teaching strips to external strips on inclusion Team Teaching strips to external strips on inclusion Team Teaching strips to external strips on inclusion Team Teaching strips to external strips. SENDCo → Teaching strips to external strips on inclusion	Physical Environment: Providing edging strips to external steps (eg painted) Site Supervisor supervisor steps (eg painted) SENDCo − liaison with Vision Inclusion Team Physical Environment Annual review of classroom environments SENDCo → liaison with Vision Inclusion Team Academic Year 2022-staff. Physical Environment: Annual review of classroom environments SENDCo → Teaching Year 2022-staff. Academic Year 2022-staff. Ease of access in classroom environments environments − ensure classrooms continue to be organised with ease of access. SENDCo → Teaching Year 2022-staff. Academic Year 2022-staff. Ease of access to learning & mechanisms to reduce/remove barriers to learning Pupils have access to appropriate resources to reduce/remove barriers to learning SENDCo → Teaching year 2022-staff Academic Year 2022-staff Curriculum Access: Continual review of pupils' needs with appropriate staff training undertaken in direct correlation to pupil needs (both individual and SENDCo → Teaching Year 2022-staff Academic Year 2022-staff	Physical Environment: Children with visual strips to external steps (eg painted) Environment Audit the general external environment Physical Environment: Ease of access in classroom environments Curriculum Access: Ease of access to learning & mechanisms to reduce/remove barriers to learning for all staff in regards to individual SEND needs ~ eg ASC, Dyslexia, Motor skills, speech and Language. Providing edging strips to external strips to external strips to external steps (eg painted) Environment Support at staff in regards to impairments accessing step are external steps (eg painted) Environment Audit Vision Inclusion Team SENDCo → SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. Classroom organisation is considered and enables ease of access. Classroom organisation is considered and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. Classroom organisation is considered and enables ease of access. Academic Year 2022- staff Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. Academic Year 2022- staff Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of access. SENDCo → Teaching Send and enables ease of

	Curriculum Access:	Ensure appropriate	SLT/SENDCO	Academic	Appropriate access arrangements in	
	Continue to review access	testing, reports and	→ Y2/6 Staff.	Year 2022-	place for statutory testing for	
	arrangements to meet	support	Work with	2023	individual pupils	
	individual needs when taking	mechanisms are	outside	2020	marriadar papiis	
	tests etc. Access arrangement	consistently	agency staff			
	applied for and support	provided in order to	when			
	provided as required.	apply for access	appropriate,			
	promada da raquirear	arrangements.	eg VI team.			
	Access to Information	Continue to provide	Office staff/	Academic	School information is available to all.	
	School literature and	electronic copies of	All staff who	Year 2022-	Website and Social Media/Padlet is	
	information to be made	key written material	provide	2023	regularly updated and information	
	available in alternative	on the	written		provided to parents and stakeholders	
	formats, as required by parents	website/social	information		routinely.	
	and stakeholders	media platforms.	for parents &		,	
		Providing copies on	stakeholders.			
		of information in				
		alternative formats,				
		eg larger font,				
		cream paper, to				
		meet individual				
		needs as requested.				
Medium	Physical Environment:	Providing edging	Site	Academic	Painted steps are more visible and	
Term	Children with visual	strips to external	Supervisor &	Year 2023-	ensure that children and visitors are	
(Year 2)	impairments accessing step	steps (eg painted)	SENDCo –	2024	able to use these with minimised risk	
	areas safely around school and	Environment Audit	liaison with		of trips/falls	
	the general external	completed Annually	Vision			
	environment		Inclusion			
			Team			
	Curriculum Access:	Ensure appropriate	SLT/SENDCO	Academic	Appropriate access arrangements in	
	Continue to review access	testing, reports and	→ Y2/6 Staff.	Year 2023-	place for statutory testing for	
	arrangement to meet	support		2024	individual pupils	

	individual needs when taking tests etc. Access arrangement applied for and support provided as required.	mechanisms are consistently provided in order to apply for access arrangements.	Work with outside agency staff when appropriate, eg VI team.			
	Curriculum Access: Continue with cycle of training for all staff in regards to individual SEND needs – eg ASC, Dyslexia, Motor skills, Speech and Language.	Staff to receive Autism Awareness training Level 1 delivered by AIT.	SENDCo → All teaching staff	Academic Year 2023- 2024	Pupils with a diagnosis or traits of ASC, needs are noticed early, acted upon and staff are confident in the delivery and mechanisms of support most appropriate to individual pupils.	
	Access to Information: School literature and information to be made available in alternative formats, as required by parents and stakeholders	Continue to provide electronic copies of key written material on the website/social media platforms. Providing copies on of information in alternative formats, eg larger font, cream paper, to meet individual needs as requested.	Office staff/ All staff who provide written information for parents & stakeholders.	Academic Year 2023- 2024	School information is available to all. Website and Social Media/Padlet is regularly updated and information provided to parents and stakeholders routinely.	
Long	Dhysical Access	Changesta	Cito staff I	Appdomic	All leading wind marks are used	
Long Term (Year 3)	Physical Access: To continue to review site accessibility requirements in line with any planned site changes or additional buildings added to site	Changes to site/buildings follow due process re regulations in regards to access	Site staff I conjunction with outside providers – building works etc.	Academic Year 2024- 2025	All legal requirements are met. Building plans/documentation. Any new building additions or alterations are organised to allow optimum access for pupils with disabilities.	

Coming to the same	Farmer and an arrangement	CLT/CENDCO	A == =	A	
Curriculum Access:	Ensure appropriate	SLT/SENDCO	Academic	Appropriate access arrangements in	
Continue to review access	testing, reports and	→ Y2/6 Staff.	Year 2024-	place for statutory testing for	
arrangement to meet	support	Work with	2025	individual pupils	
individual needs when taking	mechanisms are	outside			
tests etc. Access arrangement	consistently	agency staff			
applied for and support	provided in order to	when			
provided as required.	apply for access	appropriate,			
	arrangements.	eg VI team.			
Curriculum Access:	Audit of priory	SENDCo →	Academic	Pupils with a diagnosis or traits of	
Continue with cycle of training	needs within	All teaching	Year 2024-	ASC, needs are noticed early, acted	
for all staff in regards to	Academy; planning	staff	2025	upon and staff are confident in the	
individual SEND needs – eg	to address			delivery and mechanisms of support	
ASC, Dyslexia, Motor skills,	accessibility			most appropriate to individual pupils.	
Speech and Language.	improvements to				
	meet identified				
	needs.				
Access to Information:	Continue to provide	Office staff/	Academic	School information is available to all.	
School literature and	electronic copies of	All staff who	Year 2024-	Website and Social Media/Padlet is	
information to be made	key written material	provide	2025	regularly updated and information	
available in alternative	on the	written	2023	provided to parents and stakeholders	
formats, as required by parents	website/social	information		routinely.	
and stakeholders	media platforms.	for parents &		routility.	
and stakenoiders	Providing copies on	stakeholders.			
	of information in	stakeriolders.			
	alternative formats,				
	eg larger font,				
	cream paper, to				
	meet individual				
	needs as requested.				