

Accessibility Plan 2025-27

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Due regard was taken by carrying out an EqlA to consider the impact on protected groups. However, the impact of the proposal was positive (or at least neutral) for all.	Tick required: ✓	Date: 21/01/2025
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 John's, the principle of inclusion is enshrined in our school values which includes Equity. We aim to ensure that all children, whatever their needs and backgrounds are able to access the curriculum and thrive in our school community. We aim to support and resource children with SEN and disabilities.

This plan is available online on the school website, and paper copies are available from the office 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 engages with a range of external agencies and partnerships to aid the implementation of the plan.

We use guide from Bristol City Council's Local Offer for SEND and take advice from Delegated Services for Health and Safety matters.

Status: Approved

Version: 1.1

Date Approved: 28/1/25

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Teaching, Learning, Achievement and Wellbeing Committee for recommendation to the full governing body.

4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Teaching and Learning Policy
- Equality Strategy
- Special Education Needs and Disabilities Information report
- Special Educational Needs and Disabilities Policy
- Supporting pupils with medical conditions Policy

Complaints Procedure

5. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an adapted / differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Teachers monitor the effectiveness of support for SEND in their class to ensure environment and resources are suitable • SENDCo monitors the effectiveness of provision through lesson observation and review of paperwork. • School uses all available external agencies to support SEND with appropriate strategies, ideas and resources. (e.g. OT, physio, Sensory Support, BAT team etc.) 	To ensure the curriculum is adapted to meet the needs of all pupils.	Teachers consider adaptations to teaching & learning required per subject to ensure SEND pupils have equal access to the curriculum.	Tony Weir/ Lizzy Coombes-Huntley	Ongoing Monitoring 25-27	Pupils engaged in learning across all subjects during lesson drop ins.
			Each SL to consider SEND adjustments specific to their subject. Display on website & share with teachers.	Subject leaders	Input to staff Jan 25	Evidence of adaptation from monitoring (pupil & staff voice & drop-ins)
			Each class to have a resource bag / trolley with additional support tools / equipment to support SEND.	Tony Weir/ Lizzy Coombes-Huntley	April 2026	Monitoring evidence of use of support resources effective in classes
			Reduce visual noise in spaces, focusing at WR.	Tony Weir/ Lizzy Coombes-Huntley	July 2026	Reduction to 40% coverage in all classes.
			More curriculum resources include examples of people with disabilities.	Tony Weir/ Lizzy Coombes-Huntley	July 2027	Evidence of disability representation in resources across all subjects in at least each key stage.

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Noise damping tiles and sound systems in relevant classrooms for children with hearing impairments. • Ramps/ slopes allow access at WR and LRR playground • Clear colour/shade distinction around building & outside (handrails, steps etc.) • Lift for access (LRR) • Corridor width • Disabled parking bay at WR • Disabled toilets changing facilities and shower at both sites. • Library shelves are at wheelchair-accessible height • Sensory rooms at both sites for pupils with physical/ sensory needs. • Sensory resources available for children with SEND. 	To ensure the Worrall Road site is physically accessible for anyone with physical needs.	Improve access/ movement between floors at WR for children and adults with physical impairments – via asking BCC to install a stair lift?	Tony Weir / Gill Ray	Summer 2027 ready for current EYFS child to attend WR.	Stair lift installed at WR by August 2027.
		To ensure LRR is physical accessible	WR top gate yellow edging needed	Lizzy Coombes Huntley & Murray Neale	July 26	Yellow edging on steps at WR by Summer 25.
		To ensure LRR is physical accessible	Sign to call LRR office installed outside main entrance for disabled access.	Tony Weir	July 2025	Sign to call LRR office in place.
		To ensure both school halls are accessible for the hearing impaired.	Disabled Parking Bay at LRR		July 2027	Parking Bay in place.
		Sound cladding to be installed in school halls at both sites.		July 2026	Sound cladding installed	

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<p>Improve the delivery of information to pupils with a disability</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 • Large print resources • Braille • Induction loops at LRR • Pictorial or symbolic representations for children with SEND • Hard copies of documents available via office as required by parents and carers (if cannot access information at home.) • Alternative methods of communication are used for children with communication needs, e.g. Makaton, PECs or AAC (Voca devices) • Our Equalities, Diversity and Inclusion (EDI) web pages is updated to reflect our new EDI offer providing clarity to parents/carers. 	<p>School Information is made as accessible as possible to parents and carers</p>	<p>Investigate and ensure website & letters are in accessible formats Website, letters, email are all sent in a format compatible with Google Accessibility/ translate tools. PDF documents on the website converted to relevant format.</p>	<p>Tony Weir Lizzy Coombes Huntley Michelle Weaver (website)</p>	<p>July 2025 for website & letters Then ongoing</p>	<p>Parents and carers able to access information in a format that they can access.</p>
			<p>Any educational language is explained.</p>	<p>Tony Weir & Lizzy Coombes Huntley</p>	<p>July 2026</p>	<p>Glossary of terms provided on the website</p>

Appendix 1: Accessibility Audit (January 2025)

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of floors	LRR – 3 linked with a lift WR 3 floors – no lift	Talk to BCC about a stair lift for WR	Mr Weir	July 27 (before current EYFS child arrives in Y3)
Corridor access	LRR and WR corridors wide enough for a wheel chair	No action		n/a
Lifts	Lift at LRR No lift at WR	Working – no action Action (see above)	Mr Weir	Contact BCC as above
Parking Bays	One disabled parking bay at WR. Disable parking bay on the road opp. LRR is needed, families with a disability need currently use double yellow lines.	No action Chase BCC –	Mr Weir	Install disabled parking bay on road outside LRR. Summer 26.
Entrances	Door openings at entrances are not automatic/ powered.	Explore options	Mr Neale/ Mr Weir	TBC
Ramps	Ramps at WR allow access b/w playground and ground floor classrooms. Slope at LRR is steep hard for wheel chair/ walkers to travel up.	How to people access upper floors at WR (see above) Anything at LRR to support travel up slope. Install call sign at front of LRR for disabled families at ask for assistance.	Mr Hoyer	Call sign at LRR by December 25.
Toilets	Medical rooms at both sites have accessible toilets and changing tables.			n/a
Internal signage	Internal signage is clear			n/a
Emergency Escape Routes	Some fire escape routes aren't wheelchair friendly at both sites. Class allocation to consider pupil access needs.	Individual assessments for those who require assistance reviewed annually via PEEPs	Mr Weir	Class room allocated considered for SEND/ disabled pupils.

Website and emails/ letters	Website has large, clear fonts and easily accessible design. Accessible to Google Accessibility tools. PDF change so parents can access Google tools.	Talk to IT expert to ensure website is compliant Google Accessibility tools/ translate.	Mr Hoye	Ensure website and information is in an accessible format. Summer 25.
Hearing and sight impairment facilities/ support	Hearing loop systems installed in LRR office but not WR. Resources can be provided in large print or Braille. Lighting is suitable. Steps have yellow edging.	Continue to work with QTVI and HI	Mr Weir	Hearing loop system at WR is a possibility?
Paths/ surfaces	Paths and outdoors accessible by wheelchair/ walker.	Yes they are accessible		n/a
Inclusion facilities	Calm or break out spaces in classrooms. Library or nest or rainbow room use if pupils need to regulate. Interactive screen brightness is clear. Sensory rooms – children access if need low sensory or high sensory support. Staggered lunches, outside of hall if needed.		Mr Weir	n/a
Medical Supplies/ Storage	Fridge to store meds is at correct temperature. Lockable drugs cupboard Staff trained in Epi-pen, diabetic, inhalers, for seizure responses. Admin of meds CPD.	Yes all in place.	Admin Team	n/a