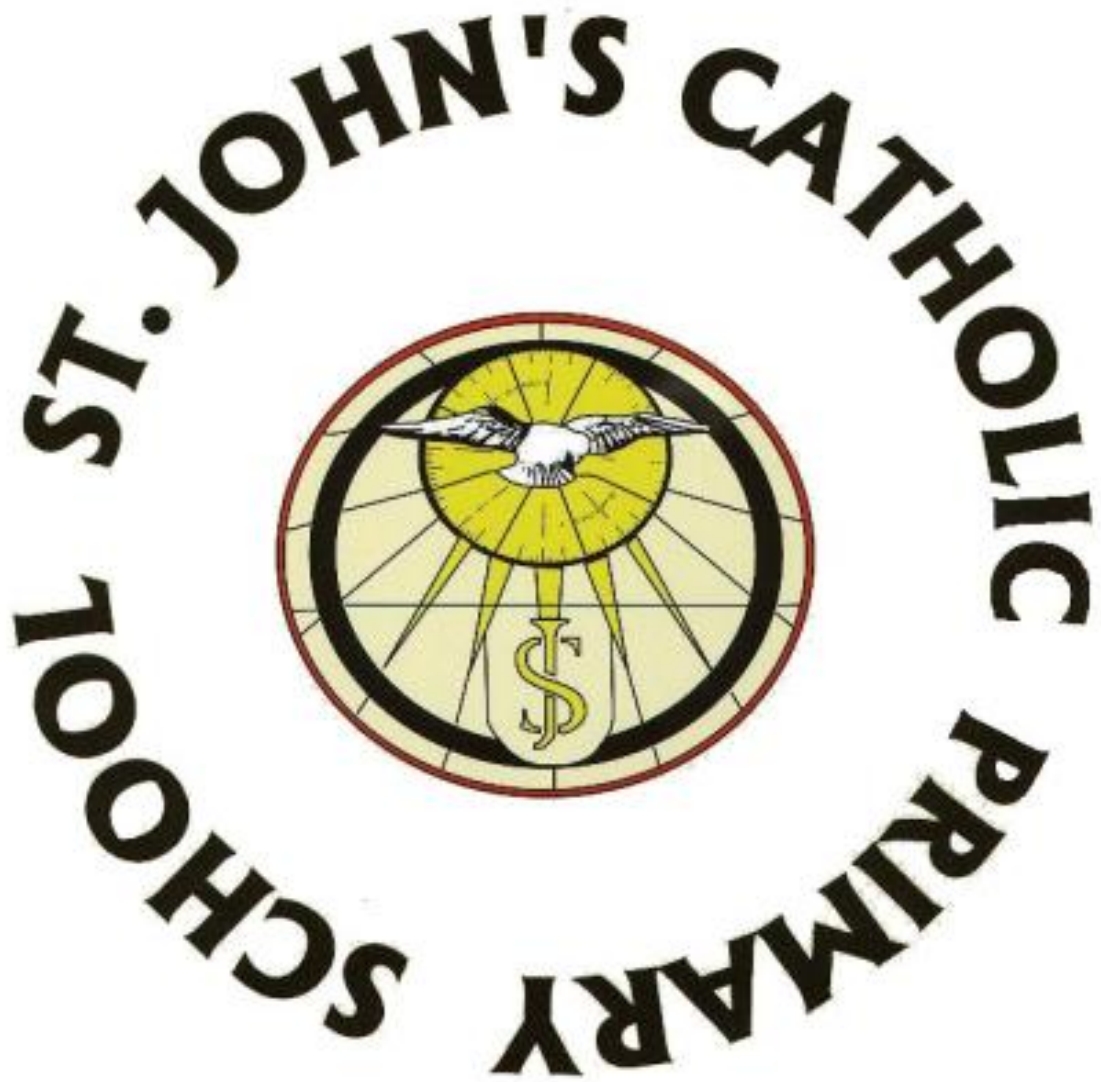




Accessibility Plan

March 2025

Our Mission Statement

The Mission of St. John's Catholic Primary School is to grow and learn in the footsteps of Jesus by being: responsible, caring, prayerful, creative, independent, thoughtful, curious and respectful. We live our Mission by:

- Ensuring that our attitudes and values are transmitted through a curriculum that is consistent with the Catholic faith
 - Delivering a curriculum that is relevant, varied, interesting, stimulating, balanced and appropriate
 - Developing policies and schemes of work which recognise that R.E. is an integral part of the curriculum
 - Developing sound teaching and effective classroom management
 - Generating a positive attitude to learning where realistic expectations of pupils and high standards of work are expected
 - Using a variety of teaching approaches that reflect the needs of individual pupils
 - Participating in projects which focus on the needs of others including local and international charities
- St. John's is a Catholic voluntary aided primary school, established by the Church to serve the parishes of St. John the Baptist, Trowbridge, St. Bernadette's, Westbury and St. Thomas More, Bradford-on-Avon.

Key Objective

To reduce and eliminate barriers to access the curriculum and allow full participation in the school community for pupils and prospective pupils with a disability.

The plan will include how the school will:

- Improve the physical environment
- Make improvements in the provision of information
- Increase access to the curriculum

The Equalities Act 2010 defines disability as follows:

‘A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities’

Principles

Compliance with the Equalities Act 2010 is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy.

The school recognises its duty under the Equalities Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- to publish an Accessibility Plan on the school website

The school recognises and values parents’ knowledge of their child’s disability and its effects on his/her ability to carry out normal activities, and respects the parent’s and child’s right to confidentiality.

St John’s welcomes children with physical disabilities. Parents are invited to contact the school to discuss their son/daughter’s disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources.

The school is a modern single-story building with access being either by ramps or small steps. The corridors are wide enough for wheelchair access.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We currently have no pupils who have a visual or hearing impairment.

At present we have no wheelchair dependent pupils, parents or members of staff however the school has the following features which make it particularly suited to children with physical disabilities:

- Wheelchair ramps to all main entrances
- Designated disabled parking space
- Two disabled toilets
- Steps outlined with yellow safety paint

When a pupil’s disability might prevent access to the curriculum we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we achieve this have been:

- Providing pupils with physical disabilities with appropriately adapted or different activities within PE
- Provision of assistive technology e.g. Clicker 8
- Use of symbol systems e.g. Makaton, PECS
- Providing tables of the appropriate height to allow wheelchair access
- Reorganising classroom layout to improve pupil movement.
- Provision of specific ICT to support visual impairment

Increase access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

OUTCOMES	STRATEGIES / TASKS	TIME SCALE	RESOURCES	RESPONSIBILITY	SUCCESS CRITERIA	MONITORING
Increase confidence of all staff in differentiating the curriculum	Staff meetings	Ongoing	Materials, training in phases and in staff meetings	Headteacher	Pupils can access work at the correct level	
Ensure all disabled pupils can be safely evacuated	Carry out fire drills	Termly		SENCo	Ensure PEP's are in place where required	
Ensure accessibility of	Provision of specific ICT to support visual impairment	Ongoing	iPad and stand	SENCo	Pupils have required equipment	

access to IT equipment						
Ensure clear, straight forward and simple communication with parents and community	Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website. Parent guides produced & parent sessions run for key areas e.g. phonics, new assessment.	On going	Communication module software	Headteacher	Parents are kept informed of important information	
Access to info for pupils, parents, carers for who English is additional language.		On going	EMTAS team	SENCo	Parents can access translated information when required	
Support for pupils who English is an additional language	The school works closely with the EMTAS service	Ongoing	Close relationship with EMTAS and visits for language specialists	SENCO	Pupils are supported in their learning	
More flexible / easier communication between home and school.		In place	Phone system to allow parents to leave messages 24 hours a day in different categories e.g. reporting absence, message for child's class teacher. Online parents evening system.	School Business Manager		

This policy has been approved and adopted by the Governing Body on: 10th March 2025

Head teacher :

Signed 

Chair of Governors :

Signed 

Review cycle:	36 months
Next review due:	March 2028