St. John's Church of England VA Primary School



Accessibility Plan

Head Teacher	N. Pallister
Chair of Governors	A. Harris
Reviewed	December 2026
Next Review	December 2029

Shining Brightly Together As One Family

Contents:

1. St. John's Christian Vision and Values
2. Aims
3. Legislation and Guidance
4. Self-Evaluation and Action Plan
5. Monitoring Arrangements
6. Links with other Policies, Plans and Strategies

1. St. John's Christian Vision and Values

We have high aspirations and expectations for all our pupils, aiming to provide a safe and secure environment in which everyone can flourish and grow as God's children. Working together with parents and carers, we are building strong relationships, enabling us to 'Shine Bright Together as One Family.'
This reflects our Christian vision and associated values, where every member of our school community – pupils, parents, staff and governors – has a role to play in ensuring every person thrives. Our vision is based on the words of Jesus written in Matthew chapter 5 verse 16:

"In the same way, let your light shine before others,
that they may see your good deeds and glorify your Father who is in heaven."

The desire at St. John's is for every person to shine their own light brightly, whether it be through academic ability, sport, music, art or personal interest outside of school. Everyone is important and special: a unique masterpiece in the eyes of God.
We also feel it is important that we are never truly alone. At St. John's, we stand together with each other, supporting and helping, celebrating and comforting. We are one school, church and community family, doing life together.
The four key Christian values which are particularly important in the life of our school:

- Forgiveness
- Friendship
- Respect
- Perseverance

2. 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.

The school follows the **key principles** listed below in relation to equality and inclusion provision. These are detailed in the Equality Policy.

Principle 1: All learners are of equal value.

Principle 2: We recognise and respect difference.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

Principle 6: We consult and involve widely

Principle 7: Society as a whole should benefit

Principle 8: We base our practices on sound evidence

These principles are underpinned by the schools distinctly 'Christian Values' based ethos. These **values** are:
Service – Friendship --Justice – Compassion – Humility – Respect – Thankfulness – Trust – Wisdom – Koinonia –Peace –Hope – Endurance – Reverence – Creation

'Let no one seek his own good, but the good of his neighbour.'

(1 Corinthians 10:24)

The plan is 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 in particular Durham County Council Local Offer

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school. We use the knowledge of Local Authority and other specialist advisors to help us develop or policy and practice as well as make adjustments to our physical provision.

3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

4. Self-Evaluation and Action plan

Our self-evaluation is a list of the good practice currently in place. This action plan sets out the aims of our 'accessibility plan' developments in accordance with the Equality Act 2010.

1: Increase access to the curriculum for pupils with a disability

The key objective is to remove all potential barriers to pupils accessing their curriculum entitlement. This is to ensure they are able to fully participate in all activities alongside their peers regardless of any disability. This aim is for all current and any prospective pupils.

Current good practice:

- *Our school offers a differentiated curriculum for all pupils*
- *Differentiation is enhanced through high levels of teaching support for pupils across all cohorts – including whole school SEND HLTA*
- *We use resources tailored to the needs of pupils who require support to access the curriculum.*
- *Curriculum resources include examples of people with disabilities.*
- *Curriculum Planning: covers strategies for all pupil learning styles and individual needs*
- *Whole School Collective Worship – includes theme 'Love has no disability'*
- *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 ensure it meets the needs of all pupils.*
- *Collection and sharing of information is highly effective through use of on-line monitoring systems and face to face staff meetings*

Short Term Aim	**Strategies**	**Person /Date**	**Success criteria**	**Monitoring Evaluation**
Review all curriculum policies to ensure they reflect inclusive practice and procedures.	Ensure compliance with Equality Act 2010. Reflect practice evident in	HT / Subject Leads Jan 27	All policies reflect practice.	

	equality and related policies.			
To keep up to date with all Safeguarding training.	Induction programme. On-line LSCB Courses. In house training - Dissemination	HT/DHT (Mentor) All staff - Safeguarding Training Matrix	All staff have up-to date knowledge of best practice and school policy and procedure.	
To review tracking of attainment of SEND pupils (Individual Pupils - Cohorts)	SENCO – Teacher progress meetings Review of Assessment Data Systems	HT (SENCO)	Progress towards SMART Targets and against National Expectations.	

Medium Term Aim	**Strategies**	**Person /Date**	**Success criteria**	**Monitoring Evaluation**
Review curriculum resources to extend access to materials reflecting				
Staff Training	Continue to provide opportunities for staff to attend training to directly support pupil needs	SENDCo Teachers and TA/HLTA's		
To review tracking of attainment of SEND pupils (Whole School)	SENCO – Teacher meetings Review of Assessment Data	HT (SENCO – Temp)	Overview of outcomes for SEND pupils. Tracking provides appropriate evidence.	

Long Term Aim	**Strategies**	**Person /Date**	**Success criteria**	**Monitoring Evaluation**
Improve reporting to Governing Body on all aspects of SEND provision.	Statements to Governors Improvements to individual / class data reports. SEND monitoring activities	HT Lead Governor – EH Academic Year – 26/27	Reports to FGB and Committees Developing GB knowledge of all SEND issues	
SEND Leadership. Succession Planning for SENDCO	Professional Development – National SENDCo Award	HT Teacher		
SEND Leadership and Management SENDCO Assistant	Creation of permanent Job Title reflecting role	HT GB		

2: Improve the physical environment of the school to increase the extent to which any pupil with a disability can access and participate in all learning and enrichment activities.

Current good practice:

Our school environment is adapted to the needs of pupils as required. This

includes:

- Ramps
- Wide corridors
- Wide door openings with extension facility
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Hearing induction loop
- Accessible Indoor and Outdoor learning spaces
- Accessible indoor and outdoor play facilities
- Accessibility included in pupil Support Plans
- Adaptation of learning environments to meet individual needs
- Sensory resources and provision available

Medium Term Aim	**Strategies**	**Person /Date**	**Success criteria**	**Monitoring Evaluation**
Extend opportunities for independent play activities for KS1 and KS2 areas.	Purchase of new resources and development of play facilities	HT / SLT GB January 2027	Increased provision for independent play in place.	

Long Term Aim	Strategies	Person /Date	Success criteria	Monitoring Evaluation
Improve early years play provision: all pupils – ensure full accessibility for all areas.	Consultation Planning Scheme development	HT EY Lead 2027/28	Re-modelling of play area and outdoor areas of provision.	

3: To improve the delivery of written information and other communication facilities to pupils, family members and the wider community.

Current good practice:

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources
- Braille
- Induction loops
- Pictorial or symbolic representations
- Focus on disability through Collective Worship theme 'love has no disability'
- Makaton is widely used
- Visual timetables are in place where required

Medium Term Aim	**Strategies**	**Person /Date**	**Success criteria**	**Monitoring Evaluation**
Review all information to parents/carers to ensure it is accessible				
To make all written material available in alternative formats				

5. 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 Governors with specific responsibility for SEND (Lisa Brown) and Safeguarding (Mr Andy Harris) and the Head Teacher (Mrs N Pallister). It will be formally approved by the Full Governing Body.

Where necessary the Governing Body will liaise with the Diocesan Board of Education with regards any future building developments required to improve accessibility.

The Accessibility plan may be monitored by Ofsted during the Inspection process in relation to the Equality Act 2010.

6. Links with other policies, plans and strategies

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

- Equal Opportunities Policy
- Health and Safety Policy
- Equality Plan
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy
- Curriculum Policy
- Behaviour Management Policy
- School Improvement Plans (Yearly)
- Staff Professional Development Planning
- School Strategic Plan

Appendix 1: Accessibility audit

The school was rebuilt in 2006 and opened for pupils in early 2007. Throughout the design, planning and construction phases all aspects of relevant legislation regards accessibility were followed.

The main accessibility features are listed in the following audit.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is single storey construction – completed in 2007.	None		
Corridor access	Corridors are wide and easily accessible.	None		
Lifts	There are no lifts.	None		
Parking bays	There are two allocated Disability Parking Bays located at the front of the school building	None		
Entrances	All entrances are wide and can also increase in width if required.	None		
Access Controls	All 'key fob' panels are at an accessible height.	None		

Ramps	There are ramps to enable access to the central courtyard area. All other entrances are flat.	None		
Toilets	There are two dedicated disabled facilities. These are located at opposite ends of the building to ensure ease of access.	None		
Shower/Wet Room	This is located away from main teaching areas but within easy access for all.	None		
Changing Facilities	Located in wet room	None		
Reception area	There is ease of access for all visitors.	Although there is not a 'powered door' there is access to a control panel to alert Reception staff who are available at all times.		
Access to all areas of school – teaching and meeting.	Access to the main building is through a set of secure doors.	There are no accessibility issues linked to any room in the building.		
Internal signage	Internal signage is clear and accessible for all users	None		
Emergency escape routes	All escape routes are well signed. There is an emergency lighting system in place. There are magnetically controlled doors to ensure incorrect routes are not taken	None		