St John's Infants School

Accessibility Plan 2025-28

Section 1: Vision statement

All schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to ensure we meet the needs of pupils and their families.

You are classed as disabled under the Equality Act 2010 if you have a 'physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

It is our aim to meet and exceed the requirements of the Act wherever possible. As a school we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are also dedicated to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our SEND Report outlines what we as a school can provide for children who have special educational needs and disabilities. And how we will always include reasonable adjustments to ensure all children can access the curriculum, school activities and events.

Section 2: Coordination of the Accessibility Plan:

The Accessibility Plan coordinators are as follows:

· Head Teacher - Kerry Devane

· SENCO - Becky Maisey

· Finance Officer - Nicoletta Dodd.

The Co-ordinators:

· seek advice from those professional advisors deemed appropriate e.g. Somerset's Inclusion Line, or the children with disabilities team

· review the school's policies, procedures and facilities annually to maximise accessibility for those pupils with additional needs.

· make recommendations to improve accessibility.

· ensure that the accessibility plan is prepared and then made available to all staff and parents of existing students. This may be done through staff meetings, school newsletters and the school website. A copy is available on the school website.

This plan was drawn up by: Rebecca Maisey (SENCO) in consultation with staff and governors.

Approved by: Claire Weymouth (Chair of Governors)

Date: Dec 2025 Next review date: Dec 2028

Section 3: Aims

At St John's Infants School we plan, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

· Improve access to the physical environment of the school. This may include improvements to the physical environment and physical aids to access education.

· Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as the able-bodied pupils. This covers learning, teaching and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

· Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about school events. The information will be made available in various preferred formats within a reasonable time frame.

Children joining St John's who are identified as having a physical disability or significant medical needs will be assessed by appropriately qualified staff and, where necessary, external professionals. Following this assessment, a personalised **School Entry Plan** will be created in collaboration with the child, their family and the relevant professionals. This plan ensures that the child's day-to-day needs are supported and that they can safely access the curriculum, the school building, specialist rooms, and all activities available to other pupils.

On rare occasions, an activity or outing may not be fully suitable or a child may feel unable to take part. In such cases, an individual risk assessment will be completed and the outcome discussed with parents/carers. Wherever possible, we will aim to provide a modified or alternative activity.

Any staff members who support children in a one-to-one capacity, whether part time or full time, will receive the necessary training. This may include positive handling, SEND training, and training related to specific medical needs.

Section 4: Action Plans

Attached are action plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period. The plans will be monitored by the senior leadership team, governors and staff.

Section 5: Relating Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

· Curriculum

· Staff Development

· Health & Safety (including off-site safety)

· Inclusion Policy

· SEND Policy

· Behaviour Management

· School Improvement Plan

· School Prospectus

· Teaching and Learning

· SEND Report

· Educational Visits and Activities

· Personal Care Policy

· Supporting Pupils with Medical Needs

· Complaints Procedure

The tables below set out how the school will achieve these aims.

	Possible Accessibility issue	Situation at present	Action/objective/monitoring	Time scale	Person(s) involved

Curriculum	Achievement of pupils	Pupils receive support to meet their needs regardless of gender, race, and disability. Data shows no obvious inequality in achievement. Provision is made for all pupils to attend educational visits where it is risk assessed as being safe for them to do so.	Continue to support dynamic teaching and assessment and provide additional support/intervention. Ensure reasonable adjustments are made as and when necessary to include pupils with disabilities.	Ongoing	Teachers and TAs
	Sports	All pupils are given an equal opportunity to participate in sports. We promote inclusion.	Continue to offer sports to all pupils.	Ongoing	Teachers and TAs Sports coaches
Staffing	Staffing	All positions advertised are open to males and females, applications from adults with a disability are welcome. Applications are judged strictly on merits. Points are given to each candidate based on how their application meets the relevant school criteria.	To ensure all applications are considered purely on merit.	As and when vacancies arise	Governors HT & Business Manager
	Use of supply teachers	All supply teachers are welcomed depending on availability. Any preferred choice is based on relationships with pupils, ability to follow school discipline code and teaching ability.	To ensure appropriate supply cover obtained to promote continuity and progression in children's learning.	Ongoing	HT & Teachers
	Students including work experience	Placements are encouraged from all students. Placements are welcomed from those with disabilities.	To ensure all students receive appropriate training and that trainee teachers promote continuity and progression in children's learning	As and when students are in school	HT, tutors & teachers
	Outside agencies	Nurses/ Educational psychologists/support workers etc.– all	To ensure all pupils have access to appropriate support.	As and when required	HT/SENCO/ teachers

		support staff are welcome in our school.			
	Governors	Positions are open to all. If we are in the fortunate position of having too many governors than places, the needs of the school will be paramount.	To ensure the school is well governed.	As and when vacancies occur	Chair of governors/ HT/ governor services
	Policies	These are all being reviewed	To ensure all policies are considered and meet any statutory duty and government guidance. To prepare a written timetable to review policies on a three year rolling programme.	Ongoing + whenever new policy written	HT Teachers Governors
	School Improvement Plan	No specific section referring to accessibility	To ensure when the plan is rewritten reference is made – explicitly – in each section to accessibility – if applicable.	Ongoing	HT Teachers Governors
	SEF	No specific section referring to accessibility objectives	To ensure when the SEF is rewritten reference is made – explicitly – in each section to accessibility – if applicable.	On going	HT Teachers Governors
	Procurement	Services are requested without reference to disability etc.	To continue to ensure all services are requested based on the needs of the school.	On going	All staff
Environment	Building	SENCO completed the LA Access Audit to highlight any areas that needed addressing across the site. Lead governors complete annual building and grounds	Continue to complete the audits to review and monitor improvements	On going	All staff

		health and safety audits			

Appendix 1: Access Audit

Feature	Description	Action to be Taken	WHO?	Date to be reviewed
Corridor access	All corridors meet DDA requirements well lit and level. Wide ramp down from KS1 area to EYFS/Hall.	Ensure cloakrooms are kept as clear as possible – bags/coats on pegs	HT, Governors & Business Manager	2028
Entrances	Small step into main office area Most other entries are accessible via ramps Contrasting colours for floor and doors	Investigate cost of collapsible ramp/s	Governors /HT / Finance officer	2028
Ramps	Lack of handrail/barrier on Otter Class entrance ramp	Investigate costing of handrail/barrier	Governors /HT / Finance officer	2028
Hall to Paddock access	Accessed using 3 steps.	Monitor need for collapsible ramp/s	Governors / HT	2028
Toilets	Accessible toilet suitable for adults and children in the main corridor. Early years classes have toilets within their classrooms	Continue to make adjustments to pupil toilets as required, such as with adapted toilet seat or steps through completion of medical care plans	SENCO / Class teachers and Site Manager	2028
Reception / Office Area	Slightly narrow doorway, accessible if using collapsible ramp, reception	Long term consideration to review the layout of the school	HT, Governors & Business Manager	2028

	desk and window at wheelchair height	entrance and offices to provide better access to office personnel.		
Internal signage	Some internal signage is supported by symbols and pictures where possible. Signs are predominately black text on a pale coloured background.	Support pupils further through the use of images such as using In print 4.	Class Teachers	2028
Emergency escape routes	There are at least two emergency exits in each classroom which either lead directly outside or into the corridors where there are two options for escape. Emergency lighting goes on if the usual lighting is compromised If necessary, some children with support plans may have personal emergency evacuation plans	Continue to provide emergency evacuation plans for specific pupils	Class Teachers & SENCO	2028
Clear Contrasting	All light switches and power points are white Most doors/kick boards are clearly contrasting to flooring	Investigate contrasting colour of light switches	SENCO/HT, site manager and class teachers	2028
Flooring	Classrooms are a mixture of laminate and carpet. Some classrooms have rugged areas	Ensure all additional rugs are secured with robust taping as necessary	Class Teachers and Site Manager	2028

Appendix 2

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers may find useful in thinking of a range of adjustments they might want to make.

1. Pre-planning information. · Have you been given information on the nature and degree of impairment and the access needs of the pupils in the class? · Have you been shown or do you know how these pupils' access needs and personal care needs will be met in the class? · If you don't know how the pupil's needs will or can be met, seek advice from SENCO, Head mor from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.	
2. What preparation have you made with the class/ group for: · one to one peer support · collaborative teaming · group work · valuing difference of race, gender, ethnicity, disability or religion · How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?	
3. **Lesson planning: how will you support the needs of all learners**? Consider: - timing, - variation of activities, - types of activities [concrete/abstract], - reinforcement of key ideas, - extension work - recall of previous work, - links to future work, - clear instructions. · Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all? · Are you able to access specially adapted equipment for some students to enable them to participate fully? · If not, can an alternative way be found? · Will the diversified and differentiated work allow all pupils to experience success at their optimum level?	

4. What different teaching styles are you going to use? · Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? · Auditory e.g. use storytelling, talking, effective questions, problem solving, clear sequencing, music, singing? · Kinaesthetic e.g. use movement, role play, artefacts, use the environment	
5. Prepared materials · Are written materials accessible to all: formats; readability; length; content? · Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc., are they accessible to all? · Appropriate use of augmented communication and ICT	
6. Self presentation · Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions and offer encouragement to all? Do you challenge the behaviour not the child? · Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? · How will you use your voice in the lesson e.g. volume, tone and make sure all children understand you? · Where will you position yourself in the classroom and when?	
7. Use of support staff · Have you met with or at least communicated with support staff before the lesson? · How are you going to use other adult support in the lesson? · Do you allow all children to be equally included in the class activities? · If you are using support staff for withdrawal, how do you know the pupils are gaining from this? · If you are using withdrawal, how are the groups organised?	
8. Classroom organisation · Is seating carefully planned and/or the activity accessible for pupils with: - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare - visually impaired e.g. maximise residual sight, if touch can reach - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, eg: sit on own - learning difficulties who need a lot of support, eg: next to peer supporter - short attention span, eg: distraction free zone · What seating plans are you using and why? · Will seating plans make use of peer support and how?	
9. How will you organise and group pupils in lessons? · Friendship groupings? · Mixed sex/same sex groupings? · Mixed ability/same ability groupings? · Specific pairs of pupils working together, eg: stronger reader/weaker reader?	
10. **How will you deal with unexpected incidents?** Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?	

11. How will you ensure that all students feel equally valued through their experiences of: · the allocation of teacher and support staff time; · being listened to/ paid attention to; · being respected; · achieving; · interacting with their peers.	
12. How will you assess the outcomes? · Do you have a scheme for assessing the achievements of all? · Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self-evaluation? · How will you involve pupils in assessing their progress?	