



# **St John's C of E Infant School**

## **Accessibility Plan 2025**

(To be reviewed Autumn Term 2028)

### **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 our Christian ethos and values underpin all we do. Our accessibility plan embodies our vision and helps to ensure that all in our community will be enabled to 'Let Your Light Shine!'

The plan will be made 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. Where appropriate we will work with Surrey LEA and Guildford Diocese to support this plan.

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. Action Plan

AIM	CURRENT GOOD PRACTICE	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"> <li>• Our school offers an adapted curriculum to ensure that it meets the needs of all learners</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Some pupils have learning passports which are co-created with pupils, parents and staff to ensure that we understand and adapt to the needs of all learners.</li> </ul>	Long term - ensure that teaching is always inclusive	Curriculum – review annually to ensure that it remains inclusive of the current cohort	Curriculum leaders	Autumn Term	Up-dates discussed and made where appropriate
			Inclusive classroom training	STIPs	Jan 2026	Changes in classroom practice evident as a result of training
			Monitoring of teaching and book looks with feedback given	Head teacher and SENDCo	On-going and regularly discussed at staff meetings	More adaptations for learning evident in books
		Long term – teachers will utilize AI to help adapt work to enable all learners to access it	<p>Training provided and up-dates given when appropriate.</p> <p>Staff to be provided with regular opportunities to share ideas for using AI to support the needs of all learners.</p>	<p>SENDCo</p> <p>Head Teacher</p>	<p>Nov 2025</p> <p>On-going</p>	Staff are able to articulate how they are using AI to support pupils

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramp up to the front entrance</li> <li>• Corridor width</li> <li>• Disabled access to the staff carpark</li> <li>• Disabled adult toilet</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Consideration given to the physical and sensory needs of pupils when buying new playground equipment.</li> <li>• Stair-lift to staff room floor</li> <li>• Automatic front door.</li> <li>• Work closely with the Physical and Sensory team to meet the needs of individual pupils – planning what needs to be put in place before the pupil starts our school.</li> </ul>	<p>Maintain the equipment we have in a good state of repair</p> <p>Identify any other adaptations that could be made to make our school building and forest school more accessible</p>	<p>Checked in line with school policy/calendar</p> <p>Annual review of the school building and grounds, specifically considering accessibility</p>	<p>Head teacher/ bursar</p> <p>Head teacher/ SENDCo</p>	Every Spring term	The school will make additional adaptations when the need is identified and a solution is found that is possible and cost effective.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This may include:</p> <ul style="list-style-type: none"> <li>• The use of translation software</li> <li>• Using Widgit symbols to support pupils with understanding signs/ labels and instructions</li> <li>• Phone calls to parents.</li> <li>• The option of on-line meetings with parents.</li> <li>• The use of Social Stories</li> </ul>	Develop our understanding of how to support pupils in YR with additional needs.	<p>Enhanced Language &amp; Communication initiative (ELCi)</p> <p>An inclusive multi-disciplinary approach to supporting children with additional needs in reception classes</p> <p>ELCi training for YR staff</p> <p>Classroom observations to see strategies being used</p> <p>Sharing strategies more widely</p>	<p>Surrey LEA</p> <p>Head teacher/ SENDCo</p> <p>Reception staff supported by the Head teacher</p>	<p>Spring term 2026</p> <p>Summer term 2026 and Autumn term 2026</p> <p>Autumn/Spring 2026/2027</p>	<p>Changes to practice in YR will evidence a communication-friendly classroom and teaching style</p> <p>Changes will be embedded</p> <p>Other teachers in the school will adopt any strategies that may be useful to them</p>

Target	Action	Resources	Timeframe	Outcomes
Provide a practical tool kit for teaching assistants (TAs) that can be used to support pupils' access to the curriculum within the classroom	Produce resources  Share with TAs explaining how they should be used	A4 wallet for each TA Laminating pouches Coloured acetates Pencil grips  Resources identified by SENDCo/ other professionals that will support curriculum access within the classroom for different groups of pupils with additional needs	Set up during Autumn Term 2 2021, added to when needed and refreshed annually	All children with additional needs will be better supported to access the classroom curriculum  TAs will feel more confident in meeting the needs of pupils
Training for TAs in interventions	Training needs identified and training provided in line with current needs of pupils - This may be provided by the SENDCo or other agencies	As required by the specific intervention  Training costs	Ad hoc when required	Support staff able to work with increased knowledge and provide appropriate resources for pupils
Training for teachers on differentiating the curriculum for pupils with all types of learning need and/or disability, as required	Multi-professional review meetings for pupils with EHCPs to include class teachers Advice from outside professionals shared with teachers Training needs identified through: discussions with teachers; Head Teacher/SENDCo	Identified training costs when provided by outside agencies	Ad hoc when required	Teachers are able to more fully meet the requirements of pupil's needs with regards to accessing the curriculum

	classroom observations; book monitoring			
Sharing of recommendations/ information with other staff employed by the school to ensure access across the curriculum including in PE and at Forest School	Head Teacher and SENDCo to liaise with other members of staff to ensure appropriate information is shared	N/A	Annual sharing of information by the Head Teacher or SENDCo for pupils with an EHCP. Teachers responsible for further updating staff throughout the year.	All staff including those employed to provide specific lessons understand their role in meeting the needs of all pupils
Staff trained to meet individual medical needs of pupils where applicable.	School office to ensure that medical information is up-to-date and that medical plans are shared with staff  Training needs identified in consultation with parents	Training providers	Ad hoc when needed	Staff will feel confident in meeting the needs of pupils with specific medical needs

### Access to the Physical Environment – action plan

Target	Action	Resources	Timeframe	Outcomes
Provide space in the car park for pupils who may need to have immediate access to the school grounds or building	Ask staff to leave space in the car park to enable this.  Identify pupils that this may apply to on an individual basis.	N/A	Ad hoc/ when needed	Pupils will be safe and have direct access to the school site
When new pieces of playground equipment are chosen and installed ensure that there is opportunity for the equipment to be accessed by pupils with disability.	Consider this when choosing and installing new equipment	Playground equipment	Ad hoc/ when needed	Pupils will be included and be able to access the playground equipment

### Access to Information – action plan

Target	Action	Resources	Timeframe	Outcomes
Understand the needs of pupils and their parents and ensure information is available in relevant formats For example: <ul style="list-style-type: none"> <li>Large print</li> <li>Braille</li> <li>Pictorial or symbolic representations</li> </ul>	School office to ask parents if they require information to be provided in an alternative format, including by phone  SENDCo to ensure that the SEND register is regularly up-dated and that pupil's needs are understood	Support and advice from advisory teachers as needed  Visual supports  Computer/printer	Ad hoc as needed	Pupils have access to curriculum information and all other school information in a format that meets their needs

	Quality First teaching provides visual support for classroom lessons as appropriate (eg visual timetables/ individual provision of information on the board, pictures to describe actions or vocabulary).			
Ensure signage is suitable for non-readers, is clear and well situated	<p>Consider this when purchasing any permanent signage.</p> <p>Teachers to consider their displays carefully to take account of learners needs, ensuring that they are easy to see/read and supported by visuals (eg learning tools) and are best positioned within the classroom to meet the learners' needs.</p>	<p>New neutral coloured display boards</p> <p>As described in the 'Action' column.</p>	As displays are changed and signs up-dated	Pupils are able to navigate the school regardless of any disability