

Accessibility Plan



2026-2029

Our Mission

'At SS John and Monica's we learn through the example of Jesus to love, respect, understand and value each other'

Accessibility Plan 2026-2029

SS John and Monica Catholic Primary School

Plan period: September 2026 to September 2029 | Annual progress review: September 2027

Responsible leaders: Head Teacher and SENCO | Governor oversight: SEND Governor

1. Vision and values

At SS John and Monica Catholic Primary School, our Mission Statement - "At SS John and Monica's, we learn through the example of Jesus to love, respect, understand and value each other" - underpins our commitment to inclusion. We want every pupil, parent, member of staff and visitor to be welcomed, valued and able to participate as fully as possible in school life.

We are committed to identifying and removing barriers, making reasonable adjustments and planning proactively for disabled pupils. Accessibility is considered within curriculum design, teaching, the physical environment, communication, educational visits, enrichment, pastoral support, transition and digital technology.

2. Legal and statutory framework

This plan has been updated for 2026-27 with regard to the current legal and statutory framework for schools in England, including:

- Equality Act 2010, including Part 6 (Education), the duty to make reasonable adjustments and Schedule 10 (Accessibility for disabled pupils).
- Public Sector Equality Duty under section 149 of the Equality Act 2010.
- Children and Families Act 2014.
- SEND Code of Practice: 0 to 25 years and the Special Educational Needs and Disability Regulations 2014, as amended.
- Supporting pupils at school with medical conditions (statutory guidance).
- Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, as amended, where applicable to school online services and essential administrative content.
- Current safeguarding, health and safety, fire safety and data protection requirements relevant to accessibility.

The Governing Body is the responsible body for the school's Accessibility Plan. Appropriate resources will be considered for implementation and the plan will be kept under review and revised where needs, circumstances, guidance or legislation change.

3. Disability, equality and reasonable adjustments

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial and 'long-term' generally means 12 months or more.

The definition may include sensory impairments, neurodevelopmental differences and long-term health conditions where the statutory test is met. A pupil may be disabled under the Equality Act whether or not they are identified as having SEND.

The school will not treat a disabled pupil less favourably because of disability and will take reasonable steps to avoid substantial disadvantage. Adjustments may include changes to policies and practice, teaching approaches, timetabling, access arrangements, auxiliary aids or services, communication methods and, where reasonable and practicable, the physical environment. The duty is anticipatory: wherever possible, barriers will be considered in advance.

4. Statutory aims

In accordance with Schedule 10 of the Equality Act 2010, the school will plan progressively to:

- increase the extent to which disabled pupils can participate in the curriculum;

- improve the physical environment so disabled pupils can take greater advantage of education, benefits, facilities and services; and
- improve the availability and delivery of information to disabled pupils in accessible formats, taking account of pupils' disabilities and preferences expressed by them and their parents or carers.

5. Identifying needs and removing barriers

Accessibility planning is closely linked to the graduated approach to SEND - Assess, Plan, Do, Review - but is wider than SEND provision and applies to all disabled pupils and, where relevant, disabled parents, staff and visitors.

- Listen to pupils and parents/carers and take account of their views, needs and preferred methods of communication.
- Identify barriers through transition information, admissions, SEND reviews, medical information, pupil progress discussions, risk assessments, site audits and day-to-day observation.
- Consider and record reasonable adjustments at the earliest opportunity and review their effectiveness.
- Seek advice from relevant local authority, health and specialist services where required.
- Consider accessibility when procuring equipment, digital services, furniture and curriculum resources.

6. Accessibility of the school site

SS John and Monica Catholic Primary School occupies a building originally constructed in 1969 on a descending, multi-level site. Several areas are connected by steps and stairs and there is currently no passenger lift or stair lift. This creates recognised physical-access challenges.

Current features include wheelchair access at the main entrance/reception area, an accessible toilet near reception, ramped access to the hall from the rear playground, handrails on steps and stairs, and an additional accessible toilet in the Forest School/Library area. Some areas, including parts of the ground floor and Reception/Key Stage 1 playgrounds, have restricted step-free access.

The school will plan proactively rather than relying on current pupil need. For a pupil, member of staff or visitor with mobility or sensory needs, an individual access assessment will be completed. Where structural barriers cannot reasonably be removed immediately, alternative rooms, routes, timetabling, facilities and support will be considered.

7. Curriculum and wider participation

- Use adaptive teaching and accessible resources so disabled pupils can participate in an ambitious, broad and balanced curriculum.
- Provide specialist equipment, auxiliary aids, assistive technology, enlarged/adapted materials, visual supports, communication aids, seating or sensory adjustments where reasonable and appropriate.
- Implement relevant specialist recommendations and ensure they are communicated to staff.
- Plan educational visits, collective worship, PE, swimming, Forest School, performances, clubs and enrichment inclusively, using individual risk assessments and reasonable adjustments where needed.
- Use appropriate assessment access arrangements in line with current statutory guidance and pupils' normal way of working.
- Plan transition between classes, phases and settings carefully, with timely transfer of accessibility, medical and SEND information.

8. Medical needs, allergies and emergency arrangements

Accessibility planning includes pupils whose long-term medical conditions meet the Equality Act definition of disability. The school will follow its Supporting Pupils with Medical Conditions Policy and use individual healthcare plans where required.

- Medication and emergency treatment arrangements will be safe, accessible and known to relevant staff.
- Staff training will reflect current pupil needs and national guidance, including allergy and anaphylaxis awareness and emergency response.
- Individual healthcare plans, allergy information and emergency arrangements will be reviewed regularly and following significant changes.
- Reasonable adjustments will be considered so medical needs do not unnecessarily prevent participation in lessons, trips, clubs or other activities.
- Personal Emergency Evacuation Plans (PEEPs) will be prepared where an individual requires specific arrangements to evacuate safely; visitor arrangements will also consider additional needs.

9. Accessible information and digital accessibility

Information will be provided in accessible formats within a reasonable period where this is required as a reasonable adjustment. Depending on need, this may include large print, simplified or Easy Read information, alternative formatting, translated information, pictorial/symbol-supported materials, audio, or support to understand written information.

The school will maintain a website accessibility statement and will work towards WCAG 2.2 AA for content and online functions to which the Public Sector Bodies Accessibility Regulations apply, with particular attention to essential administrative content, forms, documents and services used by parents and pupils.

- Use clear headings, readable fonts, sufficient contrast and meaningful link text.
- Avoid relying on colour alone to communicate meaning.
- Provide alternative text for meaningful images where appropriate.
- Make important downloadable documents accessible wherever reasonably practicable.
- Ensure staff know how to respond to requests for alternative formats.
- Review website and digital-platform accessibility periodically and when significant changes are made.

10. Staff training and governance

Training will be needs-led and may include SEND/disability awareness, autism, communication needs, sensory impairment, physical and mobility needs, medical conditions, manual handling where required, allergy and anaphylaxis, assistive technology, accessible resources and inclusive teaching. Governors will receive sufficient information and training to provide effective strategic oversight of accessibility, SEND and equality duties.

11. Accessibility Action Plan 2026-2029

The following priorities will be reviewed at least annually. Additional actions may be added in response to new pupils, changing needs, site developments, statutory guidance or feedback from pupils and families.

Priority / outcome	Actions	Lead	Timescale	Evidence / review
Full curriculum participation	Audit curriculum and enrichment access; review reasonable adjustments, adaptive teaching, specialist advice and auxiliary aids; monitor access to PE, trips, clubs and Forest School.	SENCO / SLT / Leads	Termly / annual	Pupil voice; SEND reviews; participation; monitoring
Staff confidence and expertise	Maintain needs-led CPD including disability, communication, sensory/physical needs, medical needs, allergy/anaphylaxis	SENCO / Head Teacher	Ongoing	Training log; staff feedback; pupil outcomes

	and assistive technology.			
Reduced physical barriers	Annual accessibility walk; consider access in refurbishment/capital projects; review ramps, handrails, doors, toilets, lighting, acoustics, signage, furniture and routes.	Head Teacher / Site Manager / SENCO	Annual / before works	Site audit; risk assessments; completed works
Safe emergency evacuation	Identify anyone requiring a PEEP; review plans after changes; consider visitors; test arrangements through drills and briefings.	Head Teacher / Site Manager / SENCO	On need; termly review	PEEPs; drill records; staff awareness
Accessible communication	Audit key letters, forms and signage; provide alternative formats; record communication preferences and improve readability.	Office / SENCO / SLT	2026-27 then ongoing	Parent feedback; adapted information
Improved digital accessibility	Review website accessibility statement and essential administrative content; audit key pages/documents against WCAG 2.2 AA principles; improve headings, contrast, alt text and links.	Website Lead / Office / HT	By Spring 2027; annual	Updated statement; audit; corrected content
Pupil and parent voice	Use SEND reviews, pupil voice, parent consultation and questionnaires to identify barriers and act on themes.	SENCO / SEND Governor	At least annually	Consultation records; governor monitoring
Effective transitions	Begin planning early; share access, medical and communication information securely; arrange additional visits and multi-agency planning where needed.	SENCO / Teachers / SLT	Each transition	Transition records; feedback
Strong governance oversight	SEND Governor monitors plan; Governing Body reviews progress and resources annually; full plan formally reviewed/revised within three years.	HT / SEND Governor / GB	Annual; Sept 2029 full review	Minutes; monitoring; resource decisions

12. Monitoring, review and complaints

The Head Teacher and SENCO will monitor implementation, supported by the SEND Governor and Governing Body. Progress against the action plan will be reviewed at least annually. The plan will be revised sooner where there is a significant change in pupil need, the school site, statutory guidance or legislation. The full Accessibility Plan will be reviewed and republished within three years.

Accessibility concerns should be raised with the class teacher, SENCO or Head Teacher in the first instance so that barriers can be addressed promptly. Where a concern is not resolved, parents and carers may use the school's Complaints Policy. This does not remove any statutory rights available under equality or SEND legislation.

13. Links with other policies and documents

- SEND Policy and SEND Information Report
- Equality Information and Objectives / Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Allergy and Anaphylaxis procedures
- Positive Relationship and Behaviour Policy
- Teaching and Learning and curriculum policies
- Health and Safety Policy
- Fire Safety and Emergency Evacuation procedures
- Risk Assessment and Educational Visits policies
- Safeguarding and Child Protection Policy
- Online Safety / Acceptable Use arrangements
- Data Protection Policy and Privacy Notices
- School Website Accessibility Statement

14. Review record

Updated for 2026-27 by: Head Teacher / SENCO

Date approved by Governing Body: _____

Annual progress review due: September 2027

Full plan review due: September 2029