

Accessibility Plan 2025-26



Mission Statement



**At SS John & Monica's, we learn through
the example of Jesus to
Love, Respect, Understand and Value each other.**

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1. Visions and Values

At SS John and Monica's, we are committed to providing an accessible environment that values and includes all pupils, staff, parents and visitors. We are committed to develop a culture of awareness, acceptance and inclusion and our aim is to increase the accessibility of provision for everyone. Our teachers aim to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and adapted curriculum.

This accessibility plan and action plan sets out how the governing body will improve equality of opportunity for disabled people. It aims to reduce and eliminate barriers to access the curriculum and supports full participation in the school community.

2. Legal Framework

This Accessibility Plan is written in accordance with:

- Equality Act 2010 (or relevant legislation)
- SEND Code of Practice
- Children and Families Act 2014

- School's Equality Policy
- Health and Safety requirements

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.

This policy complies with our funding agreement and articles of association.

3. Aims of the Plan

Schools are required under the Equality Act 2010 to have an accessibility plan.

The aims of the Accessibility Plan are to:

- To increase the extent to which disabled pupils can participate in the curriculum;
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- To improve the availability of accessible information to disabled pupils.

At SS John and Monica's Catholic Primary School, we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Accessibility Plan is available online on the school website, and paper copies are available upon request from the school office.

Our school is 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 this plan.

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 concerns.

4. A Graduated Approach

In order to identify children who have Special Educational Needs & Disability, the school uses a graduated response (Assess/Plan/Do/Review) that recognises there is a continuum of Special Educational Needs and Disabilities, and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The steps taken to meet the needs of individual children will be recorded, and partnership with parents is acknowledged as being the key to the process. Further information on the Graduated Approach in Birmingham is available here:

<https://www.localofferbirmingham.co.uk/send-support-and-information-2/the-graduated-approach/>

Difficulties are categorised into four areas of need. These are:

1. Cognition and learning
2. Social Emotional and Mental Health Difficulties
3. Sensory and/or physical
4. Communication and interaction

For more details on how we meet the needs of our SEND pupils and achieve inclusive practice, please refer to the latest SEND policy and School Information Report (see school website).

Our school also offers family support to children (with the involvement of their parents) who have social, emotional, mental health and/or behavioural difficulties.

5. Definition of disability

Under the Equality Act (2010) a person has a disability if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is ... 'a physical or mental Impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

At SS John and Monica's, we ensure all pupils identified with a disability physical or mental are monitored by the SENCO / Inclusion Lead teacher and all staff through regular meetings.

Compliance with the Equality Act 2010 is consistent with the school's aims and Equal Opportunities policy, the operation of the school's SEND policy and the Safeguarding policy.

6. Accessibility of the building

SS John and Monica's was built in 1969 and is a two-storey building with four slightly varying levels for stakeholders to access, all via staircases; we have no stair lifts. There is ramp access to the hall from the back of the building via the school playground. Once in this part of the building there is access to the hall, but all other ground floor areas of the school are only accessible from the hall via several sets of steps and/or stairs.

Wheelchair access is available at the main entrance to the school building via the reception office area; we can also offer access to a disabled toilet at the main reception area but from this point, the rest of the school is only accessible via steps and stairs. We have no wheelchair dependent pupils. We have one pupil with physical mobility needs who accesses all the facilities around the school using hand rails located on all the steps and stairs. The EYFS and Key Stage One playgrounds are only accessible via a series steps; the school is built on a descending site, which goes down towards the rear of the building.

Every class has at least one teacher and a Learning Support Assistant (LSA). Our LSAs provide classroom support as well as 1:1 and small group interventions for pupils identified as needing adaptations to their curriculum. In school, we provide for a range of needs including speech, language and Communication, cognition and learning, sensory or physical/mobility needs as well as social, emotional and mental health needs.

We have a disabled toilet in the Forest School Library at the rear of the building: this is accessible via the main entrance and sloping path past the Reception classroom.

The school has a named SENCO / Inclusion Lead, who can be contacted by telephone via the school office, or by email on senco@stjonmon.bham.sch.uk

7. How do we achieve our aims?

Each year, the school sets out an accessibility plan to meet the above priorities.

In order to set targets for the year, the school:

- a) Undertakes audits of the curriculum, buildings and communication tools to ensure best practice and identify areas for improvement.
- b) Consults with pupils, parents, staff and other key stakeholders to identify key priorities. We ensure parents play a fundamental and active role in school review through regular consultations, annual surveys and questionnaires.

c) Seeks the advice and expertise of external agencies in order to develop best practice. For example: Physical Difficulties Support Service (PDSS) who are specialists who provide support and advice around children with hearing loss and visual impairment, physical difficulty and or medical conditions; Pupil and School Support (Cognition and learning), Educational Psychology services, and the Communication and Autism Team.

d) Ensures staff members receive regular training to ensure an ongoing awareness and understanding of the barriers faced by people with disabilities and other vulnerable groups and how to overcome these barriers in attitudes, organisation and teaching and learning.

8. Evaluation

The success of the action plan is monitored by the Headteacher, the SENCO, and the Governor with responsibility for Special Educational Needs.

9. Planning Objectives

SS John & Monica's Catholic Primary School Accessibility Planning Objective 2025-26

Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum.

The school plans to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning 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. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Actions			Evidence to be collected to measure progress
	How	Who (Lead person)	Resources	
Promote the successful involvement of disabled pupils in all classroom activities (in all curriculum areas) and	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing:	<ul style="list-style-type: none"> Head Teacher & SLT 		<ul style="list-style-type: none"> Recorded evidence that increased numbers of pupils

<p>to be mindful of the many varied approaches to teaching and learning that pupils with a range of physical and developmental needs may have.</p>	<ul style="list-style-type: none"> • Minimal wheelchair access arrangements in place due to the specific site issues (ramps to access the hall area via the back door of the hall, slopping path leading to the main entrance with access to a disabled toilet, slopping path leading to the reception classroom entrance and slopping path leading to the Forest School and disabled toilet) • Identifying staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support, physical mobility needs etc. These pupils have been identified and supported. Care Plans in place for personal and medical care needs and how they impact learning • Handrails provided for pupils with physical mobility needs, alternatives put in place to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school through inclusive lessons, resources etc. • Review a preferred layout of furniture and equipment to support the learning process in individual classrooms • Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/ software. Features such as sticky keys and filter keys, overlays, enlarged mouse • Liaise with Sensory Team with regard to the visual impaired and hearing impaired pupils 	<ul style="list-style-type: none"> • SENCO • All Class Teachers • External Agencies • DfE 	<p>with disabilities are actively participating in all areas of the school</p> <ul style="list-style-type: none"> • Increased levels of achievement for pupils with disabilities • Wider use of SEND resources in classrooms • All pupils in school able to access all educational visits and take part in a range of activities • Hardware and software available to meet the needs of children as appropriate • Staff are familiar with the criteria for identifying specific needs and how best to support these children • Staff have greater awareness of learning styles and planning reflects diversity of needs differentiated appropriately
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	<ul style="list-style-type: none"> • Liaising with Victoria Physical Mobility Team to ensure the building meets the accessibility requirements • Prepare CPD for staff on learning styles and how best to plan lessons that encompass as many varied styles as possible to appeal to the widest number of pupils (at all ability levels) • Review needs of pupils within each class and match staff skills to pupil needs 			
<p>Monitor and review the attainment and progress of all SEND pupils to ensure that rapid and appropriate progress and attainment is being made in relation to their age and specific need</p>	<ul style="list-style-type: none"> • Named SENCO with National SENCO Accreditation Award • Staff completing SEN School Support Reviews 3 x a year with parent, SENCO and class teachers • Class teacher, SENCO and Assessment Lead Pupil Progress meetings 3 x a Year to discuss progress of all pupils and ensure Graduated Approach is implemented in all classes – with targeted and specialist support • Scrutiny of assessments and pupil work/Analysis of planning for differentiation - • Observations and feedback from external agencies shared with staff – all recommendations from outside agencies shared with parents and implemented by class teachers • Staff required to update Audit Continuums for Review Meetings and Pupil Progress Meetings • Regular liaison with parents – formal and informal • SLT analysis data for vulnerable groups and the formation of an action plan to narrow the gaps 	<ul style="list-style-type: none"> • Named SENCO with National SENCO Award Accreditation • Head Teacher & SLT • SENCO • All Class Teachers • External Agencies 		<ul style="list-style-type: none"> • Staff are aware of how to analyse the pupil data relating to their pupils • Trends are identified and action taken • Support is put in place to narrow gaps in pupil learning • Managers are able to resource for the needs of physical disabilities • Good communication between staff to ensure pupils' needs are met • Interventions in place to close the gap for SEN pupils • SENCO monitoring progress using the

	<ul style="list-style-type: none"> • Pupil Progress Meetings also used to ensure identification of all pupils with physical needs, emotional well-being needs and actions taken to ensure individual needs are being met • All staff that work with pupils with physical difficulties/disabilities are kept informed about the pupils' needs – CPD provided by Physical Difficulties Support Service and Hearing Impairment Team each academic year as named pupils move through the school. 			<p>PSS SEND Continuums Toolkit Tracker – children making small steps in progress</p>
<p>Create improved teacher and teaching assistant subject knowledge in SEND so that all pupils receive the best provision linked to identification of need and supply of teaching style, resourcing, adult support and curriculum differentiation</p>	<ul style="list-style-type: none"> • Provide appropriate CPD for staff so that they can advise and note identifying features of conditions – Autism Awareness Training Level 1 for all staff provided on a rolling programme • Support staff with access to the external agencies SALT, LLSS, CAT, EP, OT and Victoria Physical Mobility Team who can share their expertise and offer specific training in the key areas • Develop a rolling programme of CPD for teachers and provide training for governors • CPD provided by Physical Mobility Team, SALT and Hearing Impairment Team each academic year as named pupils move through the school 	<ul style="list-style-type: none"> • LSAs • Head Teacher and SLT • Named SENCO • External Agencies 		<ul style="list-style-type: none"> • Raised confidence of support staff and teachers • LSAs using a wider range of resources and strategies following the advice and recommendations of the outside agencies • Wider use of SEND resources in classrooms • LSA providing folders of recorded interventions to SENCo and Head Teacher – interventions linked to LSA Performance Management Targets

<p>Review PE curriculum to ensure that PE is accessible to all pupils</p> <p>Ensure that Sports premium monies are targeted to support SEND pupils</p>	<ul style="list-style-type: none"> • Gather information on accessible PE and disability sports and integrate them into the curriculum where necessary • Seek disabled sports people to come into school to model the aspirations and possibilities available to people at all levels of physical capability • Ensure that all sporting after school clubs are available to pupils with disabilities and that positive promotion of such clubs is made 	<ul style="list-style-type: none"> • PE Lead teacher • Head Teacher & SLT • SENCO • All Class Teachers • External Agencies • Bishop Challoner 	<ul style="list-style-type: none"> • All pupils to have access to PE and be able to excel • Pupils have opportunities to see role models from all walks of life • Increase numbers of SEND pupils attending clubs
<p>To ensure that the school remains fully compliant with the “Medicine in Schools” legislation 2014 (see also Aim 2 below)</p>	<ul style="list-style-type: none"> • To provide a secure fridge (where necessary) to store medicines safely • To train named staff in the administration of medicines • To ensure consent guidelines are adhered to and clear record keeping maintained • To ensure that all pupils on medications (nonstandard) have their photographs displayed and updated to ensure no misidentification of pupils taking medications • To identify training needs for all staff and ensure that those needs are managed • All staff to read the latest DfE guidance and ensure policy is followed • Lead staff member for first aid and medical issues attends any updated training for their role • To establish individual protocols where needed for individual pupils 	<ul style="list-style-type: none"> • Head Teacher & SLT • Named Medical LSA 	<ul style="list-style-type: none"> • All pupils on medication will be treated correctly and detailed records kept • All staff trained and aware of the Medicine in Schools legislation • Raised confidence of support staff in managing medical related issues • Annual allergy training received by all staff • Dinner supervisors know medical needs for individual class pupils and are fully

	<ul style="list-style-type: none"> To ensure that school documentation is kept and is available to demonstrate action by staff in medical situations Emergency inhalers and allergy medication available in school office To provide staff training annual for allergies Allergy Cards displayed in staffroom for all staff Medical Boxes in each class – containing inhalers, allergy medication etc. updated and monitored by LSA with responsibility for medical needs and SLT Medical Boxes containing medication taken to the playground by lunchtime supervisors 			aware of medicines used daily
Ensure effective transition arrangements for all pupils with disabilities so that they can move to new settings as safely and smoothly as possible	<ul style="list-style-type: none"> In addition to the once termly Welfare Meetings, traditional July Transition meetings, Year 7 transition meetings etc. will involve all necessary personnel to ensure that the correct information is being passed within settings (in a timely fashion) SENCO to arrange PCRs (Person Centred Review Meetings) in June to provide support additional with Transition for named pupils 	<ul style="list-style-type: none"> Head Teacher & SLT All Class Teachers External Agencies SENCO 		<ul style="list-style-type: none"> Staff in all settings will have clear up to date information about all pupils in their care to ensure their needs are being met.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

Objectives	Actions			Evidence
	How	Who	Resources	

Expressed as an outcome for pupils and/or adults in terms of progress and participation		(Lead person		to be collected to measure progress
<p>To ensure that all staff, pupils and parents with a known or anticipated physical disability are able to be involved in all aspects of school life</p> <p>Ensure all disabled pupils access the building and can be safely evacuated in the event of an emergency</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled children as required • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school • Audit requirements for ramps • Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating • Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with physical mobility difficulties • Develop a system to ensure all staff are aware of their responsibilities in an emergency • General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs • Fire drills completed in timely fashion and evacuation signage is checked and appropriate for all users • All fire escape routes are suitable for all members of the school community 	<ul style="list-style-type: none"> • Class Teachers • SENCO • Head Teacher & SLT • External Agencies 		<ul style="list-style-type: none"> • Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school • SEN School Support Plans in place for disabled pupils and all staff aware of pupils needs • All staff and governors feel confident their needs are met • Parents have full access to all school activities • Access issues do not influence recruitment and retention issues • Disabled parent/carer/visitors feel welcome

Aim 3: To improve the delivery of information to disabled pupils and parents.

The school plans to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable period. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Actions			Evidence to be collected to measure progress
	How	Who (Lead person)	Resources	
<p>To support the improved access to written information for pupils, staff, parents and other visitors</p> <ul style="list-style-type: none"> • Letters • School Website • Twitter • SEND Reviews • Workshops and Parent Information Meetings • Annual Reporting • Flyers and Leaflets • School Prospectus • Awareness of EAL <p>Pupils are given opportunities in their curriculum to respond to their learning in a variety of formats</p>	<ul style="list-style-type: none"> • Raising awareness of font size, colour of document and page layouts to support pupils with visual impairments / Dyslexia etc. • Ensure the availability of large font and easy read texts will improve access • Auditing signage around the school to ensure that is accessible to all is a valuable exercise • Ensure website is fully compliant with requirement for access by person with visual impairment • Ensure Prospectus is available via the school website • Informing readers that school published material is available in a selection of formats and identifying how they can access this provision if requested • Considering how to increase information accessibility for those who have English as an additional language or other communication impairments • Ensure all staff are aware of guidance on accessible formats and know how to respond to such a request 	<ul style="list-style-type: none"> • Head Teacher & SMT • All Class Teachers • External Agencies • DfE 		<ul style="list-style-type: none"> • All parents receive information in a form that they can access • Staff are more aware of pupils preferred method of communications • Confidence of parents to access their child's education • Pupils and/or parents feel supported and included • Pupil responses; verbally, pictorially and written that indicate they feel themselves to be included in all aspects of school life • Pupil and Parent responses to

	<ul style="list-style-type: none"> • Identify how textbooks and other pupil information are selected and provided to meet pupil need • Staff to utilise all forms of written and verbal communication with their pupils • Access to parents via school website of SEN Local Offer • Pupil Voice – opportunities for pupils to participate in SEN Review meeting – children completing Pupil Voice forms that are shared with parents during meetings • Range of Pupil and Parent Questionnaires completed over the year – at parents evenings, during the monitoring of teaching and learning 			<p>annual questionnaires</p>
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10. Monitoring and Evaluation

This plan is reviewed annually by the Head Teacher, SLT and Governing Body to ensure continued compliance. If changes are made, an updated document will be produced.

The DfE recommends that this document be reviewed every **three** years. However, SS John & Monica Catholic Primary Schoolit will review and update this document more frequently – **annually** - as stated above by the governing body and Head Teacher.

11. Links with other policies

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

- SEND Policy
- Equality and Diversity Policy
- Behaviour Policy
- Teaching and Learning Policy
- Keeping Children Safe in Education

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy
- Inclusion Policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

Updated by SENCO September 2025

To be reviewed in September 2026 by SENCO