



St John Fisher RC Primary School Accessibility Plan 2025-28

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Accessibility Plan

Introduction

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the 2010 Equality Act.

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

Attached is an action plan, (see table) showing how the school will address priorities identified in the plan.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three-year period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. St John Fisher Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Information about our Accessibility Plan will be published on the school website.

The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter

Target	Tasks	Timescale	Responsibility	Success criteria
To ensure there is capacity within the school to support the emotional and mental health needs of our pupils	To continue to maintain 2x ELSAs to offer better capacity in our support for pupils with SEMH needs.	Ongoing	Inclusion Manager Headteacher Support staff x2	We will have two fully trained ELSAs available to support the needs of pupils in the school. There will be greater access to the curriculum for emotionally vulnerable pupils.
Continue to provide inclusive, quality first teaching embedding Merton's Ordinarily Available Guidance.	Information for teachers on adaptations and personalising the curriculum for pupils with additional needs	Ongoing	All teaching staff	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons. Lesson planning shows adapted provision for all learners. Class Action plans show termly provision and review of interventions.
Continue to be an 'Attachment aware and trauma informed' school	Continued training and support through use of language, Zones of regulation and staff wellbeing activities.	September 2021 - ongoing	All staff and stakeholders	Strategies and resources available for staff around attachment and trauma to support children identified as potentially vulnerable. Toolkit of training and strategies to use created centrally.
Appropriate use of specialised equipment to benefit individual pupils and staff.	Reasonable Adjustments from Merton's OAG Commit to provide appropriate assistive technology resources to meet pupil need.	In place and ongoing	SENCo	Increased access to the Curriculum. Needs of all learners met.
Increase participation in school activities.	Ensure school activities are accessible to all students.	Ongoing	Governors SENCo Senior Management Team	Increased participation including adaptation and reasonable adjustments to become everyday practice for all pupils in school activities.
Continue to monitor site access to meet diverse needs of pupils, staff, parents and community users.	Review personal evacuation plans. Review/update/improve signage of evacuation procedures, internet safety, fire drill etc	Ongoing regular review	Business Manager School Council	All areas of school (where reasonable) are accessible for all. Please see accessibility policy for further details.

Target	Tasks	Timescale	Responsibility	Success criteria
	Review new signage of room functions. Review step to classroom and use of ramp.			
To continue to promote positive attitudes to disability	Review PSHE/RSE Curriculum Items for newsletter highlighting achievements of pupils with disabilities as appropriate.	Ongoing regular review	PSHE/RSE lead Head teacher Inclusion	
Continue to develop relationships and communication.	Parent volunteers/staff list for spoken and written offers to translate to parents. Parents and PTFA work actively in school to run after-school clubs and support the school at different events. Parent workshops run to support the parents with their child's learning at home and emotional wellbeing.	Ongoing regular review	Head teacher Admin Officer Deputy Headteacher Inclusion	Online communication systems for parents are being utilised to their full potential to ensure good communication links between home and school. Increased access to written information in the curriculum.