



# Accessibility Plan

## St. John Vianney Catholic Primary School

**Document Management:**

Date Policy Approved:	June 2022
Date Amended:	June 2025
Next Review Date:	June 2028
Version:	2
Approving Body:	Standards Committee

**Contents:**

## Aim of the Accessibility Plan

1. The Accessibility Audit
2. Planning duty 1: Curriculum
3. Planning duty 2: Physical environment
4. Planning duty 3: Information

## Aims of the Accessibility Plan

This Plan outlines how the School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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.

This Plan aims 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.

This Plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment/significant alterations or new build.

## The Accessibility Audit

To assist in the development of the Plan and the identification of key issues the School will undertake an Accessibility Audit – at least once every three years. A template for the audit is attached at **Appendix 1** and covers the following three areas:

- **Access to the curriculum** – the School will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the School will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the School will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The audit should be used as a standalone tool to prompt investigation and review and need not be published with the Accessibility Plan.

The findings from the audit will, however, be used to identify the broad issues to be addressed and the actions to be taken to improve access.

All actions will be carried out in a reasonable timeframe. The actions that will be undertaken are detailed in the following sections of this document.

**[Please note that the actions in the tables below are examples only. You must amend the content of the tables to reflect your school's actions.]**

### Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
Ensure all lesson are accessible to all	Continue training and professional development of practitioners in adaptation and scaffolding for identified SEND needs; adaptive technologies;	Headteacher, SENCO, all practitioners	Ongoing	Learning needs of all children are fully met
Extra-curricular	Review Out'n'about, curriculum for life, and education visits programme to ensure it is not artificially restricted in order to meet our inclusive ethos.	Headteacher, Team Leaders, SENCO	Autumn 2025	Ensure a broad and balanced aspirational offer is available to all children

### Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Access routes	Automation of access doors at main and early years entrance; Adjustments to classroom doors are not practicable in the current building configuration and would require major re-construction or re-building.	SBM	Summer 2026	Programmed into future asset management plan and development programme.

Sensory impairment	Visual alarm in case of fire (mitigated currently by awareness of practitioners)	SBM	Autumn 2026	To seek tender to add visual signalling to fires alarm system (Autumn 2025) with a view to planning such in 2026
--------------------	--	-----	-------------	--

### Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Singage	Use for toilets will be removed when KS1 toilets are re-developed into individually accessed toilets (cf. those in KS2)	SMB	Summer 2026	Programmed into future asset management plan and development programme.
Written communication: annual reports	Work with parents to understand what is useful in an annual report and how to make this more accessible.	SLT	Summer 2026	Annual reports accessible and meets the needs of all parents.

### Accessibility Audit

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors Lead have disabilities, both inside its buildings and on its grounds.

### How to use this audit

The audit will be carried out at least once every **3** years. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**. Guidance notes are attached at the end of the audit to help prompt enquiry. Actions should be collated into broad issues for carry over to the Accessibility Plan.

### An audit for all types of disability

While conducting this audit, schools should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Name of school	Date of audit
St. John Vianney Catholic Primary School	June 2025

Audit completed by	Role
John Hardy	Head Teacher

## Accessibility Audit

Feature	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
<b>Access to the curriculum – See guidance note 1</b>				
Curriculum	Curriculum was written and designed to meet the needs of the most vulnerable; all children must access the entire curriculum; engage with parents to stop condoned avoidance; adjust, adapt and scaffold to ensure children have full access			
Lesson	All children accessing lessons; progress identified and tracked for all children; equipment in use in all classrooms to support children's identified needs.	Continue training and professional development of practitioners in adaptation and scaffolding for identified SEND needs; adaptive technologies;		On-going
Extracurricular	All children access every educational visit; arrangements in place to ensure access to extra-curricular activities for children with SEN&D, such as 1;1 support	Review Out'n'about, curriculum for life, and education visits programme to ensure it is not artificially restricted in order to meet our inclusive ethos.	HT, Tls and SENDCo	Autumn 2025
<b>Access to the physical environment – See guidance note 2</b>				
Access routes	Level approach to main entrance, early years entrance, pupil entrances from playground, entrance doors; these and corridors & corridor doors all meet specifications for wheelchair access; <b>none of which are automated</b> ; internal doors within corridors are held open (with	Automation of access doors at main and early years entrance; Adjustments to classroom doors are not practicable in the current building configuration and would require major re-construction or re-building.	SBM	To be programmed into future asset management plan and development programme



	emergency release when alarm sounds); <b>classroom doors &amp; garden doors are standard width.</b>			
Accessible toilets	Three accessible toilets: for children, one from EYs corridor; one from KS2 toilet area; for adults from the main reception area.			
Seating for wheelchair users	Classroom seating can be adapted to suit individual needs, either using adjustable chairs or table tops suitable for use from wheelchair; similar for dining hall and for Liturgical Prayer, enabling all children access with peers			
Floors, lighting, signage	High contrast wall/floor and skirting edges; Fluorescent lighting is being replaced with LED lighting, which can be supplemented, as needed, with task lighting (adaptation).			
Sensory impairment	All escape routes are fully accessible; fire alarm is audible; <b>no visual element to alarm</b>	Visual alarm in case of fire (mitigated currently by awareness of practitioners)	SBM	To seek tender to add visual signalling to fires alarm system (Autumn 2025) with a view to planning such in 2026
<b>Access to information – see guidance note 3</b>				
Signage	Minimal signage used in setting ( <b>remaining: toilets other than those in EYs and KS1; site welcome boards; main entrance; no-smoking, and fragile roof external advice signs</b> )	Will be resolved when KS1 toilets are re-developed.	SBM	To be programmed into future asset management plan and development programme
Information	Information for children with sensory difficulties is provided as needed and adaptations and			

	adjustments made to support their access and learning			
Written communication	Most operational communication via Tapestry (real-time reporting) and Text Service; both of which can be 'voiced' by adaptive technology, which we can support; <b>annual reports,</b>	Work with parents to understand what is useful in an annual report and how to make this more accessible	SLT	Summer 2026
Information sharing	Information is shared verbally in person, written, electronically; images and diagrams support information as practicable			
Website	Website managed by Trust to ensure accessibility			

**RED** shows issues identified during review

#### **Guidance Note 1 – Access to the curriculum**

1. How does the school enable all pupils to have access to the full curriculum without hinderance including PE, drama and music?
2. How do staff adapt lesson plans so that all pupils can participate and reach their full potential?
3. How does the school ensure that all pupils have access to extracurricular activities and are able to participate in school trips?

#### **Guidance Note 2 – Access to the physical environment**

1. How has the school made sure that access routes, entrances (including reception), doors and corridors are wide enough for wheelchair users and those with ambulatory difficulties to have room for manoeuvre? Are ramps and power assisted doors used where appropriate?
2. Are accessible toilet and changing facilities available for people with disabilities?
3. How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls, classrooms, staff rooms and offices and to have adequate room to manoeuvre?
4. How has the school made sure that floors & lighting are suitable, and that tactile signs are used for those who are visually impaired or who have physical disabilities?

5. How does the school make sure pupils with hearing impairments are notified when the school bell rings and are induction loops and couplers provided?
6. Are means of escape fully accessible including from upper floors and is the fire alarm visual as well as audible including inside toilets.

**Guidance Note 3 – Access to information**

1. Are relevant areas of the school clearly signed for those with visual impairments and disabilities, such as autism or dyslexia?
2. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils who may have difficulty with standard forms of printed information?
3. Do you have the facilities, such as ICT, to produce written information in different formats?
4. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?
5. How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?