



St John's School

Achieving Together

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Accessibility Plan

Policy Status: Statutory

Review Cycle: 3 Years

Owner: Headteacher

Date: November 2025

Approved by: SLT

Date: November 2025

Review Date: November 2028

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

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.

Our school aims are to:

- Provide a safe, healthy, and happy school environment, which is conducive to effective teaching and learning.
- Value and respect all pupils, parents/carers, and staff regardless of age, ability, gender, religion, ethnicity, or background.
- Provide meaningful and motivating learning opportunities for all pupils across a broad, balanced, and relevant curriculum.
- Ensure that all pupils receive their entitlement to personalised learning in line with their individualised Education, Care, Health Plan (EHCP).
- Utilise and develop appropriate forms of communication to promote understanding and self-expression for all pupils.
- Promote positive pupil self-esteem and wellbeing, and an understanding of and respect for others, through a programme of citizenship, personal, social and health education.
- Encourage pupils to express preferences, make decisions and to engage in self-advocacy within school, the community, and wider society.
- Facilitate a team approach to meeting individual needs, which includes educational, health and support workers as well as the pupil and their family.
- Work collaboratively with other schools, educational organisations, and professionals to develop inclusive practice.
- Enhance pupil progress and achievement by regarding all teachers in school as learners and leaders.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 these concerns.

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 s/he has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

Access

Access to Premises and Facilities

St John's School is situated across two sites, and we strive to provide the highest levels of access to the whole learning environment. All buildings are on ground level and all entrances are fully accessible with wide doors and ramps. There are emergency exits accessible for wheelchair users. There are ceiling tracking hoists in four classrooms, and mobile hoists available additionally. There are toilets with changing beds facilities and ceiling tracking hoist systems. St John's School has a fully accessible swimming hydrotherapy pool. There is an accessible toilet available for staff in the Babbage building. There are four disabled parking bays available and access to buses with tail lifts. The school will continue to identify and plan for improvements that continue to ensure the accessibility of the school in the future. St John's School has accessible play equipment in the playground, for example, roundabout.

Access to the Curriculum

St John's School strives to develop the full potential of everyone within the school community and provides a broad and adapted curriculum for all pupils. The curriculum is comprised of four different pathways dependent upon pupils' cognition and needs. Upon joining St John's School, pupils' Education Health Care Plans are reviewed as part of an implementation meeting, and pupils' abilities are assessed to provide the foundation for teaching and learning. Teachers plan appropriate learning objectives through engaging lessons and provide scaffolded teaching to secure pupil progress. Regular meetings, including annual reviews of EHCPs ensure that each pupil's individual pathway remains consistent to any changes to their needs. Longer term EHCP objectives and targets are effectively incorporated into learners' daily education. As appropriate, pupils have access to specialist therapy input including Speech and Language, Physiotherapy, and Occupational Therapy. Pupils benefit from a range of exciting Educational Visit opportunities. Communication is adapted to meet pupils' needs in order for them to communicate their learning using appropriate means – for example, PDD, sign language, Eye-Gaze, ALDs.

Access to Information and Advice

St John's website is maintained by the ICT team in partnership with SLT, and we endeavour to ensure that all information is current and accessible to pupils, parents/carers, staff, professionals, and other stakeholders. All policies are available on our website or from the main school office and can be provided in easy-read or large font upon request. We are always happy and willing to support parents, carers and other stakeholders to access any information that they require.

St John's School builds and maintains strong relationships with families by ensuring regular communication is effective. Staff communicate daily with parents/carers by writing in home-school diaries. Information and updates are communicated by St John's School via: newsletter, emails, letters home, parents' evening, and telephone calls. The family support worker strengthens these working partnerships. Parents/carers are invited to attend special events/celebrations throughout the academic school year.

Access to Careers Guidance

In line with our statutory responsibility under the Baker Clause St John's Special School and College, plan, encourage and welcome other providers into school to speak to pupils about their offer, so that pupils and parents are knowledgeably equipped to best plan their next steps into adulthood.

'Careers' is a broad term at St John's School and will be delivered in a bespoke manner for many of our pupils so that their next destinations and aspirations are paramount in our discussions.

Detailed information about the school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer can be found in our Careers, Information, Advice and Guidance Policy. [Please click here to view our careers page on our website.](#)

Accessibility Plan

St John's School plans for the:

- Continuing improvement to access to the physical learning environment

St John's is committed to providing a fully accessible learning environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, medical, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- Continuing access for pupils to the curriculum

St John's School invests in specialist resources and equipment to facilitate curriculum access including communication technologies, IT software, specialist seating and other furniture and accessible transport.

- Continuing support for pupils with medical needs

Many pupils at St John's School have complex health needs requiring medical attention and intervention. These pupils have individualised plans written in collaboration with the school, family, and health team in order to ensure pupils are best supported at school. St John's makes every effort to ensure that all children are included in the full range of school activities and carries out risk assessments including for educational visits. These continue to be planned for and implemented as appropriate.

Monitoring Arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Advisory Board.

Links with Other Policies & Guidance

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication

- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Lettings Policy
- Premises Plan & Budget Plan