



St John Fisher RC Primary School Accessibility Plan

3 Year Period (2025-2027)

St John Fisher RC Primary School.

St John Fisher RC Primary school is a one form entry school who has 211 children on roll. At St John Fisher there are eight Teachers; eleven Teaching Assistants; an ICT Technician; a Business Manager; an administration assistant; a caretaker; two cleaners; two breakfast club assistants; eleven lunchtime organisers and three kitchen staff. We provide a variety of extra curricular activities that include Choir; Netball; Rounders; Football and three Sports Clubs.

Vision Statement

St John Fisher RC Primary School welcomes its general responsibilities under the Equality Act 2010 and we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. At St John Fisher RC Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of diversity in which we feel free to disclose their disability and to participate fully in school life. The achievements of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school is accessible as possible.

Definition of Equality

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The Headteacher and Deputy Headteacher will review and evaluate the plan and report this to Governors at Committee meetings.

At St John Fisher RC Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) St John Fisher RC Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and Governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) St John Fisher RC Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) St John Fisher RC Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

5) St John Fisher RC Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following St John Fisher RC Primary School policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Disaster Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Development Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Committees.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: The Governing Board - St John Fisher RC Primary School

Date: September 2025

Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. A questionnaire is included in the school induction pack for new members of staff, governors, parents and children. Each class teacher will discuss disability and accessibility with their class at the beginning of the new academic year. The information gathered will be used to create an Action Plan, addressing the issues identified. The effectiveness of this plan will be reviewed on an annual basis.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments and school trips for pupils with physical needs. School is fully accessible for those with disabilities.

Curriculum

There are areas of the curriculum to which disabled pupils have limited access. (Curriculum areas for pupils with learning difficulties.) Additional support from teachers and teaching assistants is provided as well as a differentiated curriculum.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Action Plan

The Action plan will show:

- Clear allocation of lead responsibility;
- Clear allocation of resources;
- An indication of expected outcomes or performance criteria;
- Clear timescales; and
- A specified date and process for review.

Access Audit

The school is a one storey building with wide corridors and several access points from outside.

On-site car parking for staff and visitors is disabled accessible. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance is accessible to wheelchair users. There is one disabled toilet available: accessible via the school hall. The toilet is fitted with appropriate handrails.

Disabled pupils, staff and visitors are informed of appropriate escape routes for wheelchair users should the issue arise for an emergency evacuation of the building be required.

Possible areas to be improved within the limitations of this building are:

- None – all areas of school are accessible to the disabled.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Our Action Plan

The school has drawn up an Action Plan to make things happen, over the next three years which outlines how the requirements of the Equality Act 2010 will be met. This plan has been shaped in consultation with disabled people as outlined in the previous section.

Our existing Accessibility Plan outlines the steps we are taking to improve:

- Curriculum access
- Physical access

We will report annually about the progress we make on promoting equality of opportunity for disabled people and we will ensure that disabled people are involved in the process. Our scheme will be reviewed and revised after a period of three years. A new Action Plan will be produced in response to our assessment and included in our annual reports.

Action Plan: Accessibility Plan

The following action plan outlines what will be achieved in the next three years with regard to meeting the requirements of the Equality Act 2010.

Aspect of the duty	Issue being addressed	Action	Method of monitoring action	Frequency of monitoring	Those responsible for implementing action	Start date	Completion date
2025-2026	Consultation with stakeholders	* A questionnaire to new members of staff * A questionnaire to existing members of staff on an annual basis * A questionnaire to new parents/children (included in induction pack given out at intake meeting) * Teacher will discuss disability with each class at the beginning of the academic year * A suggestion box at each Parents Evening (held in Autumn and Spring Term)	Mrs L Roden (SENCO) to collate information and adjust action plan after consultation with Senior Management and Leadership Team.	Annually	Senior Management and Leadership Team	September 2025	Summer Term 2026
	Meeting the personal needs of disabled pupils	Pupils concerned will have their personal needs met by a trusted adult. The changing room has a sign to inform all stakeholders that the changing room is in use.	Senior Management and Leadership Team to monitor.	On daily basis.	Senior Management and Leadership Team	September 2025	As long as required by pupils.
	Ensure that pupils with poor sight/hearing are supported in the classroom	For those children who have poor eyesight /hearing staff ensure	Senior Management and Leadership Team to monitor.	On daily basis	Senior Management and Leadership Team	September 2025	As long as required by pupils.

		that they are sat in favourable positions within the classroom.					
	Ensure that parents with poor sight/hearing/physical disabilities are supported during school performances/celebrations.	For those parents who have poor eyesight /hearing staff/physical disabilities ensure that they are sat in favourable positions at school performances and celebrations.	Senior Management and Leadership Team to monitor.	At school performances and celebrations. (reserved seating.)	Senior Management and Leadership Team to monitor.	September 2025	As long as required by parents.