Holy Cross MAC Policy

Accessibility Plan

At

St John Vianney Catholic Primary School

Responsible for policy	**Veronica Gosling**
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St John Vianney Catholic Primary school
Accessibility Plan

Link to School Aims:

The mission statement for St John Vianney is:

"Love One Another As I have Loved You "

To this end the governors and the school will work to make sure all students, staff, parents, and other stakeholders are able to access the physical environment, the curriculum, and information provided by the school.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001(SENDA), the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010.

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed. The governors of St John Vianney Catholic school are committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Statutory References

This Accessibility Plan has been developed in accordance with the requirements of:

- **Equality Act 2010**, which places a duty on schools not to discriminate against, harass or victimise disabled pupils, staff, parents and visitors and to make reasonable adjustments where required.
- **Children and Families Act 2014**, which strengthens support for children and young people with special educational needs and disabilities (SEND).
- **Special Educational Needs and Disability Code of Practice: 0-25 Years**, which provides statutory guidance on identifying and supporting children and young people with SEND.
- **The Public Sector Equality Duty (PSED)** under Section 149 of the Equality Act 2010, requiring schools to:
    - Eliminate unlawful discrimination, harassment and victimisation;
    - Advance equality of opportunity;
    - Foster good relations between different groups.
- **Keeping Children Safe in Education (KCSIE)**, which requires schools to ensure safeguarding arrangements support all pupils, including those with disabilities and additional needs.

- **The Education Act 1996** and subsequent amendments regarding access to education for all pupils.
- **The Special Educational Needs and Disability Regulations 2014**.
- **The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)** and **United Nations Convention on the Rights of the Child (UNCRC)**, which underpin inclusive educational practice.

This plan should be read alongside the school's:

- SEND Information Report
- SEND Policy
- Equality Information and Objectives
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Health and Safety Policy

Definitions

Disability

Under the Equality Act 2010, a person has a disability if 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."

A long-term impairment is one that has lasted, or is likely to last, for 12 months or more.

Disabilities may include, but are not limited to:

- Physical disabilities
- Sensory impairments, including hearing or visual impairments
- Learning disabilities
- Neurodevelopmental conditions such as Autism Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD)
- Medical conditions where they meet the definition of disability under the Equality Act
- Social, emotional and mental health difficulties where they have a substantial and long-term impact

Accessibility

Accessibility refers to the extent to which disabled pupils, staff, parents, carers and visitors can:

- Access the physical environment;
- Access the curriculum and learning opportunities;
- Access information and communication;
- Participate fully in all aspects of school life.

Reasonable Adjustments

Reasonable adjustments are changes that schools are required to make to remove barriers experienced by disabled people. These may include:

- Changes to policies and procedures;
- Adaptations to teaching approaches;
- Provision of auxiliary aids and services;
- Modifications to the physical environment;
- Alternative methods of communication.

Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

School Commitment

St John Vianney Catholic Primary School is committed to promoting an inclusive culture where all members of the school community are valued and supported.

The school will:

- Remove barriers to learning and participation wherever possible.
- Promote equality of opportunity for all pupils.
- Make reasonable adjustments to meet individual needs.
- Foster positive attitudes towards disability and difference.
- Work collaboratively with pupils, parents, governors and external agencies.
- Ensure accessibility considerations are embedded within school improvement planning.
- Make effective use of assistive technology and accessible digital resources to support learning and communication.
- Ensure emerging technologies, including artificial intelligence, are used safely, ethically and inclusively.

This commitment reflects the school's mission statement:

"Love One Another As I Have Loved You."

Aim of the plan

The aims of this statement and the Accessibility Plan are to ensure that St John Vianney Catholic school continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.

- Increase access to the curriculum for pupils with a disability and/or special educational need and those from disadvantaged backgrounds, expanding the curriculum as necessary to ensure that pupils with a disability/SEN 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.

- Improvement of the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

  Action Plans are attached, relating to these key aspects of accessibility and showing how the school will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

  St John Vianney Catholic school follows guidance from the Equality Act 2010 which states: “The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.” Furthermore;
  “They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people."

  To ensure that the Equality Act 2010 is implemented across the school all policies refer to the above statements.

Involvement of disabled people in developing a Disability Equality Scheme

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to form the Action points in our Accessibility Plan. The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

Reviewing/Monitoring

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the governing body. The plan will be fully revised every three years

Accessibility Plan 2026-2029
St John Vianney Catholic Primary School

Policy Period: September 2026 to September 2029

Priority 1: Improve Access to the Curriculum

Objective	Actions	Success Criteria	Lead	Timescale	Monitoring
Broad curriculum access	Review curriculum planning for inclusion	Inclusive plans evident	HT/SENDCo	Annual	Curriculum audits
Staff understanding	Annual SEND and accessibility CPD	Improved staff confidence	SENDCo	Annual	Evaluations
Assistive technology	Audit and implement technology	Greater independence	SENDCo/ICT	Annual	Provision mapping

Priority 2: Improve the Physical Environment

Objective	Actions	Success Criteria	Lead	Timescale	Monitoring
Accessible environment	Annual accessibility audit	Barriers reduced	Site Manager	Annual	Audit
Accessible classrooms	Review layouts	Safe movement	Teachers	Termly	Learning walks

Priority 3: Improve Access to Information

Objective	Actions	Success Criteria	Lead	Timescale	Monitoring
Accessible communication	Provide alternative formats	Information accessible	Office	Ongoing	Feedback
Website accessibility	Annual website review	Accessible website	Web Lead	Annual	Audit

Priority 4: Staff Knowledge and Inclusive Practice

Objective	Actions	Success Criteria	Lead	Timescale	Monitoring
Whole-school inclusion	Annual equality and SEND updates	Good understanding	HT	Annual	Questionnaires

Priority 5: Digital Accessibility and Emerging Technologies

Objective	Actions	Success Criteria	Lead	Timescale	Monitoring
Digital accessibility	Review online resources	Independent access	ICT Lead	Annual	Review
AI and safeguarding	Update safeguarding education	Safe technology use	DSL	Annual	Reviews

Success Measures

All pupils have equitable access to learning, information and enrichment opportunities. Staff receive regular training and accessibility provision is reviewed annually.