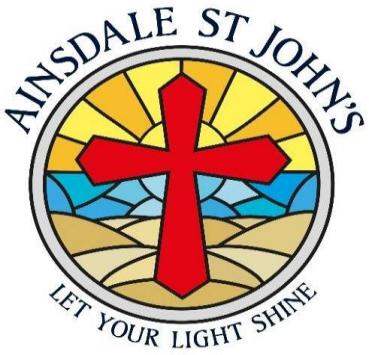


Accessibility Plan

Approved by Governing Body	Autumn 2026
Responsible Officer	Headteacher
Accessibility Lead	SENDCo and Headteacher
Review Frequency	Annually
Next Review Date	Autumn 2027
Full Plan Review	Autumn 2029
Publication	School Website

1. Vision and Values

At Ainsdale St John's CE Primary School, we are committed to providing an inclusive environment where all pupils are valued, supported and able to participate fully in school life. We aim to remove barriers to learning, achievement and participation, ensuring equality of opportunity for pupils, staff, parents, carers and visitors with disabilities.

We are committed to:

- Promoting equality of opportunity.
- Eliminating discrimination.
- Fostering positive attitudes towards disability.
- Supporting independence and achievement.
- Ensuring that all pupils can access the curriculum and wider opportunities offered by the school.

This Accessibility Plan reflects the school's Christian vision and complements the SEND Policy, SEND Information Report and Equality Objectives.

2. Legislation and guidance

This plan has been prepared in accordance with:

- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice: 0-25 Years
- The Special Educational Needs and Disability Regulations 2014
- The Public Sector Equality Duty

The Equality Act 2010 requires schools to develop and review an Accessibility Plan that improves:

1. Access to the curriculum for pupils with disabilities.
2. Access to the physical environment.

Access to information for pupils, parents, carers and visitors.

This accessibility plan is linked to the following policies and documents: • Risk assessment policy
• Health and safety policy
• Equality information
• Special Educational Needs and Disabilities (SEND) information report
• SEND policy
• Behaviour policy

3. Access Audit

Ainsdale St John's CE Primary School provides a range of accessible facilities and learning environments to support pupils, staff, parents, carers and visitors.

The school has accessible toilet facilities, specialist SEND provision, nurture spaces and adapted learning environments where required. Reasonable adjustments, assistive technology, visual supports and sensory resources are used to promote inclusion and independence.

Accessibility is considered during all building developments and refurbishment projects, and an annual accessibility audit is undertaken to identify and address any barriers to access.

The school is also committed to digital accessibility and will provide appropriate support and technology where reasonably practicable to enable pupils to access learning both in school and during periods of absence.

Accessibility needs identified through Education, Health and Care Plans (EHCPs), medical plans and professional advice will be considered when planning adjustments to the environment.

4. Current Good Practice

Ainsdale St John's CE Primary School works closely with parents, carers and external agencies to identify and meet pupils' needs at the earliest opportunity.

The school provides a range of inclusive support, including:

- High-quality adaptive teaching.
- Specialist SEND provision.
- Nurture and pastoral support.
- Speech, language and communication support.
- Sensory resources and reasonable adjustments.
- Specialist intervention programmes.
- Assistive technology where appropriate.
- Inclusive educational visits, clubs and enrichment opportunities.

Staff work collaboratively with external agencies, including Educational Psychology, Speech and Language Therapy, Occupational Therapy, SENIS, CAMHS and School Nursing Services to ensure effective provision for pupils with SEND.

5. Actions

The Accessibility Plan outlines action to:

- Improve the physical environment to increase access to education and associated services by ensuring that all the school buildings and grounds are fully accessible and providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.
- Increase access to the curriculum by providing for all students with a curriculum which is appropriate to their needs. Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, can access it. 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.

- Improve the availability of accessible information to pupils, parents and visitors. 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.

School access policy and strategy includes:

- To provide a safe, comfortable, pleasant, and secure environment for pupils, staff, parents, and visitors that is accessible for all and complies with current legislation.
- Being proactive in all aspects of Accessibility including improvements to the physical environment.
- To manage the asset in compliance with all statutory requirements.
- To manage the asset in conjunction with The LDST Trust and DfE guidelines and requirements.
- To improve educational standards through improvements in the educational environment.
- To provide the physical fabric teaching environment that conveys a positive message and maintains / improves the self-esteem of its occupants and the local community.
- Continually strive to provide improved facilities and meet needs of curriculum development and changes.
- To address inclusivity/access for all.

6. Current Strategies

Access to the Physical Environment

- The layout and size of all areas on the site allows access for all pupils, staff, and visitors. The building complies with modern accessibility requirements; future refurbishment & remodelling works within the school consider accessibility in the design.
- Wheelchairs can move about the school without experiencing barriers, corridor doors hold open devices that do not compromise fire compartmentalisation (except for restricted access for safeguarding purposes).
- If accessibility to any area is difficult for any pupil, staff member or visitor due to physical barriers the school will consider moving that class to an accessible area.
- Ramps & sloping approaches are available to allow full access to the main entrance & all areas of the building.
- All areas, to which pupils have access, are well lit.
- Furniture and equipment are selected, adjusted, and located appropriately.
- Disabled (accessible) toilet facilities are provided.

Access to the School Curriculum

- Where appropriate, all teachers and support staff have had the necessary training to teach and support disabled pupils. Staff training is ongoing.
- Ensure accessibility materials are available for Visually Impaired children.
- All classrooms are optimally organised to cater for disabled pupils, where necessary.
- All lessons are suitably differentiated for all children to achieve.
- All school visits and trips need to be accessible to all pupils.
- Ensure all staff (teaching and non-teaching) are aware of disabled children's curriculum access.
- Teaching strategies allow for learning to take place and involve the children in tasks that can be achieved by the individual child, by the group or by the whole class.
- All pupils are encouraged to take part in music, drama, and PE.
- Staff recognise and allow for the additional time required for some pupils to use equipment in practical work.

- Teachers are very aware of the children's individual needs and do provide alternative activities for those children who cannot engage in particular activities.
- All school visits are open to all pupils irrespective of attainment or impairment.
- All teachers have high expectations of all pupils.
- Ensure disabled children can take part equally in lunchtime and after school activities.
- It is part of our inclusion policy that all staff seek to identify and remove any barriers to learning and participation that can hinder or exclude individual pupils.
- The SENDCo liaises with outside agencies to seek help in providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals, e.g. speech and language therapy and mobility training, occupational therapy/physiotherapy.
- The school has access to Sensory Support and a SEN Assessment and Pupil Support Service for advice.

Access to Communication

- Ensure all parents and carers can access information produced by the school.
- The school offers information in alternative format, where appropriate.
- Coloured paper and overlays are used if there is a particular problem with reading.
- Larger text is provided for those children with visual impairment.
- To improve the fixed signage and the lighting around school for the benefit of those with communication difficulties/EAL

7. Monitoring arrangements

Progress against the Accessibility Plan will be reported to Governors annually and used to inform future school improvement planning.

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher.

8. Accessibility Action Plan 2026-2029

Priority 1: Improving Access to the Physical Environment

Target	Strategies	Outcome	Timescale
Ensure that all areas of the school site, buildings and outdoor learning environments remain accessible to pupils, staff, parents, carers and visitors.	The Headteacher, SENDCo and Site Manager will complete regular dynamic accessibility audits of the school site. Governors will be made aware when relevant. Accessibility improvements identified through audits, risk assessments or individual pupil needs will be prioritised within school improvement and premises planning.	School buildings and grounds remain accessible and any barriers to access are identified and addressed promptly.	Annual review (2026-2029)
Ensure emergency procedures support pupils, staff and visitors with disabilities.	Personal Emergency Evacuation Plans (PEEPs) will be developed and reviewed where required. Staff training will be updated regularly.	Safe evacuation arrangements are in place for all members of the school community.	Annual review
Maintain and develop specialist learning environments.	Continue to develop nurture provision, SEND units, sensory-friendly spaces and intervention areas to support pupils with a range of additional needs.	Pupils can access appropriate learning and support environments matched to their needs.	Ongoing
Ensure all future building developments and refurbishment projects consider accessibility requirements.	Accessibility will be considered at the planning stage of all capital projects and building improvements. Compliance with accessibility regulations will be monitored.	Any future developments are fully accessible and inclusive.	As required

Priority 2: Improving Access to the Curriculum

Target	Strategies	Outcome	Timescale
Develop staff expertise in SEND, adaptive teaching and inclusive practice.	The SENDCo will provide termly training. Staff training will include autism, communication and interaction needs, adaptive teaching, dyslexia, sensory needs, trauma-informed practice, emotional regulation and high-quality interventions.	Staff are confident in meeting a wide range of needs and barriers to learning are reduced.	Ongoing
Develop a Total Communication approach across school.	Staff will receive training in visual supports, communication boards and Total Communication approaches. Ongoing support will be provided through Speech and Language Therapy advice, coaching and modelling.	Communication-friendly classrooms support pupils with speech, language and communication needs.	Ongoing
Ensure classrooms are fully inclusive and accessible.	Learning environments will be reviewed regularly. Seating plans, visual supports, assistive technology, sensory resources and reasonable adjustments will be implemented where appropriate.	All pupils are able to access learning alongside their peers.	Ongoing
Maintain high-quality provision for pupils with SEND.	Continue to utilise nurture provision, SEND units, interventions and specialist resources. Work closely with Educational Psychology, Speech and Language Therapy, Occupational Therapy, SENIS, School Nursing and other external agencies.	Pupils receive timely and effective support matched to identified needs.	Ongoing
Improve emotional accessibility and wellbeing.	Continue delivery of My Happy Mind, Zones of Regulation, trauma-informed approaches, therapeutic support and nurture-based interventions.	Pupils feel safe, supported and ready to learn.	Ongoing
Ensure access to educational visits, clubs and enrichment opportunities.	Risk assessments will be completed where required. Reasonable adjustments will be made to facilitate participation. Additional opportunities will be considered for pupils with complex needs.	All pupils can participate fully in the wider life of the school.	Ongoing

Target	Strategies	Outcome	Timescale
Ensure appropriate access arrangements are available.	Teachers, the SENDCo and Senior Leadership Team will review access arrangements and complete assessments where necessary.	Barriers to achievement are reduced and pupils are able to demonstrate their abilities effectively.	Ongoing
Ensure successful transitions.	Additional visits, transition booklets, social stories, parent meetings and enhanced transition arrangements will be implemented where required.	Pupils move successfully between classes, key stages and educational settings.	Ongoing

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Priority 3: Improving Access to Information and Communication

Target	Strategies	Outcome	Timescale
Ensure written information is accessible for all families.	School publications, letters and policies will be available in alternative formats including large print, electronic formats and accessible documents.	Information is accessible to all parents and carers.	Ongoing
Improve access for families who use English as an Additional Language (EAL).	Translation services will be used where appropriate. Key information will be translated when required. Website language functions will be reviewed annually.	Families can access and understand key school information.	Ongoing
Ensure website accessibility.	The school website will be reviewed annually to ensure information is accessible. Alternative formats will be provided on request and reasonable adjustments made to support parents, carers and visitors in accessing information.	The school website remains accessible and compliant.	Annual review

Target	Strategies	Outcome	Timescale
Improve communication with hearing-impaired pupils, parents, carers and visitors.	Review the need for hearing support technology, including sound-field systems and other assistive listening devices. Staff awareness training will be provided where required.	Hearing-impaired members of the school community can access verbal information more effectively.	Annual review
Promote effective home-school communication.	Flexible meeting arrangements, accessible communication methods and effective partnership working with families will be maintained.	Increased parental engagement and improved outcomes for pupils.	Ongoing