St John Vianney Catholic Primary School

Accessibility Plan
2026 – 2029

St John Vianney Catholic Primary School

Mission Statement

Together, nurtured in God's love, we grow, achieve and belong

Together we grow in our love for Jesus and one another

Together we aspire to achieve the very best in all that we do

Together we belong to the community and share our gifts with everyone



Headteacher: Mrs Anne-Louise Friar (BAHons, QTS, NPQH, NPQEL)
Special Educational Needs Co-ordinator (SENCo): Mrs Leanne Mills (BAHons, QTS, NPQSL, NASENCO Award)
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St John Vianney Catholic Primary School is an inclusive community that welcomes and supports all pupils regardless of their learning needs to challenge themselves, aspire to new heights, create new opportunities for themselves and achieve in every aspect of their school life. At St John Vianney Catholic Primary School, we believe that promoting equality is the responsibility of everyone in the school community.

We welcome our duties under the Equality Act (2010) that set out the equality duties that the school needs to consider when making decisions that affect pupils or staff with protected characteristics. In carrying out their duties, public bodies are required to have 'due regard', when making decisions and developing policies. They are required to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and person who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Schools are required to meet two specific duties:

- Publish information to demonstrate compliance with the general duties on an annual basis such as: School Performance Data; Anti-Bullying Policies; Parent and Pupil Questionnaires and the School Development Plan. It can also refer to national and other surveys and benchmarking.



- Publish at least one, although not usually more than four, specific and measurable equality objectives, at least every four years.

The duty to have due regard towards equality is perpetuating and applies to all aspects of school practice, policies and procedures. We will use information about pupils with protected characteristics to promote positive outcomes and mitigate adverse effects.

Consequently, this Accessibility Plan has been written to show our commitment to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion
- 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 to education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability as, equally, prepared for life as are the able-bodied pupils: (If a school fails to do this they are in breach of the Equality Act 2010). 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. This information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

1. Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
2. Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
3. Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board 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 findings from the audit will be used to identify short, medium and long term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning Duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	To ensure that children with a disability transition effectively.	Meet with all feeder schools and discuss children who are transitioning with their transition lead and the Year 6 teacher and significant staff. Class teachers will meet with previous class teachers and discuss the needs of the children.	SLT Teachers Support Staff SENCo Pastoral Manager	Summer 2027	All children with a disability will have access to an appropriate bespoke transition program to enable them to access their curriculum in their next year group.	Autumn 2027
Medium term	To continue to improve vocabulary across school through our oracy focus.	Continuing our good work in oracy, share our practice and evaluate our practice across the borough.	SLT Teachers Support Staff SENCo Pastoral Manager	Ongoing	Clear planned progressive oracy through structured vocabulary and rich talk used to enable children to access their year groups curriculum objectives.	Summer 2027
Long term	To ensure we can support children	Continue to develop our	SLT	Autumn 2026	Children with SEND can access	Ongoing

	with SEND who cannot access the mainstream classroom and curriculum.	bespoke provision to support children with SEND. Encourage a blended approach where applicable.	Teachers Support Staff SENCo Pastoral Manager		quality provision and accessible lessons.	

Planning Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	To provide children with a safe space for times of high anxiety and dysregulation.	Calm corners Pods Nurture room	SLT Teachers Support Staff SENCo Pastoral Manager	Autumn 2026	All children understand that they can use the calm spaces appropriately during times of high anxiety or dysregulation to balance their emotions so that they can return to class.	Ongoing
Medium term	To ensure that all learning environments are safe and accessible for the upcoming cohort.	Audit of physical environment and make changes where needed.	SLT Caretaker	Autumn 2026	School is aware of accessibility factors to its physical environment and	Ongoing

					will make a plan to address them.	
Long term	The school is aware of the access needs of children, staff, governors, parents/carers and visitors with disabilities.	To create access plans for children with a disability as part of the support plan when required. All staff are aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment.	SLT	Spring 2027	To continuously develop the school grounds to suit the evolving needs of visitors and cohort.	Ongoing

Planning Duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	To ensure that all displays are accessible to all children.	All display lettering is visible to all children in the class. Less displays used but	Teachers Support Staff	Ongoing	All children are able to use age appropriate displays and signage to support	Ongoing

	To promote continuity across Key Stages by following a whole school approach to displays.	quality displayed. Brown paper backing used as a calm background. All displays have clear themes throughout the schools. Displays are visible throughout the school.			their access to the building and the curriculum.	
Medium term	To enable all parents to access school communications with ease.	Continue to use the Reach More Parent. Communication to be prioritised in the SDP and staff encouraged to speak to parents face to face.	All staff	Autumn 2026	Written information is fully accessible and appropriate and monitored for engagement.	Ongoing
Long term	To ensure the school website is up to date and easily accessible.	Audit of website. Website kept up to date.	SLT	Autumn 26	Website is fully compliant and accessible.	Summer 2029

Monitoring

This policy is reviewed on a regular basis.

This policy has been scrutinised to ensure it meets the requirements of the equality duties stipulated in the Equality Act (2010) and that the school will make every reasonable adjustment to comply with duties and actively avoid discrimination.

Headteacher: Date:

Chair of Governors: Date: