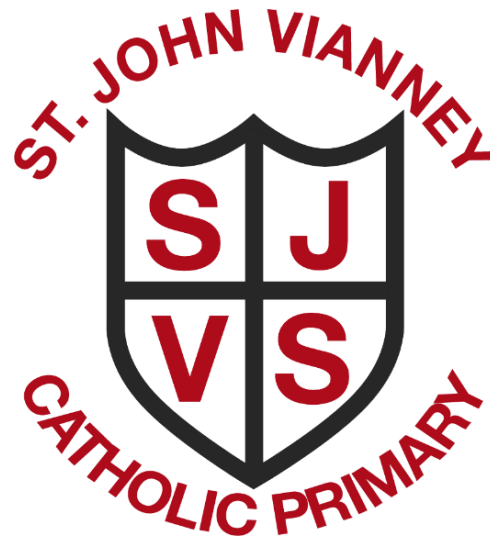


St John Vianney Catholic Primary School



Accessibility Plan 2025 – 2028



Headteacher: Mrs Anne-Louise Friar (BAHons, QTS, NPQH, NPQEL)

Special Educational Needs Co-ordinator (SENCo): Mrs Leanne Mills (BAHons, QTS, NPQSL, NASENCO Award)

Chair of Governors: Mr Andy Houghton

SEN Governor: Mrs Nova Charlton

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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.

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.

At St John Vianney Catholic Primary School, we believe that promoting equality is the responsibility of everyone in the school community.



Targets	Strategies	Outcome	Timeframe	Goals Achieved
Equality and Inclusion				
Accessibility Plan becomes an annual agenda item at Governors Meetings.	Governor attendance	Adhere to current legislation. Governor contribution and awareness improved.	Annually	•
To update Single Equality and Community Cohesion Policy and raise awareness with staff.	Staff meeting time Governor involvement	School community aware Equality plan written	Termly	•
To implement the No Outsiders scheme across school from Reception – Year 6 to develop awareness and promote inclusivity.	Deliver training in a staff meeting and share plans.	Staff aware of the No Outsiders scheme and understand expectations. No Outsiders will be implemented – raising awareness and inclusivity.	Autumn Term 2025 Termly	• Staff aware of the No Outsiders scheme and have received training and plans to be delivered 1 x half term.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Physical Environment				
Ensure that all areas of the school building and grounds are accessible for all children	SENCO and Headteacher to audit	Any modifications needs will be made	Termly	•



and adults and to continue to improve the access of the physical environment for all.	accessibility of school building and grounds SENCO and Headteacher to liaise with Caretaker who will complete daily checks.	in order to facilitate access for all.	Daily checks by Caretaker	
Creation of an area dedicated to Special Needs, ideally with an office space/area for meetings with parents, SENCO, TAF meetings and individual work.	Use of The Meeting room for meetings Speech and Language Therapy in the intervention room Office for SENCO and Family Support Worker	Dedicated Rooms Provided	Termly	•
To review dyslexia friendly classrooms and environments.	To review dyslexia friendly classrooms and environments SENCO to find checklist Provide training to all staff Photocopying on cream paper Reading rulers to be purchased	All classrooms will be dyslexia friendly	Termly	•
Repainting of yellow borders / lines on steps etc.	Caretaker to repaint lines/borders	All steps visible	Annually	•



Targets	Strategies	Outcome	Timeframe	Goals Achieved
Curriculum				
Audit of staff needs to plan and deliver lessons to children with Special Educational Needs and Disabilities.	Audit of needs	Needs to be identified and relevant training is planned for.		•
Training for teachers and support staff on different aspects of SEND.	Feedback from audit Training delivered Continually review the needs of our children and provide relevant training.	All staff are appropriately trained.	Termly	•
Autism training for SENCO to upskill and disseminate to all staff.	SENCO to attend training sessions SENCO to deliver whole school training for Autism	SENCO will be upskilled to trained staff. Staff will be trained.	Termly 2025-2026	•
Mental Health training for all staff to upskill.	Build upon training already undertaken eg, Therapeutic Schools	Staff will receive appropriate training which builds upon existing knowledge.	Annually	•
Classrooms are organised and appropriate additional equipment is provided to promote the participation and independence of all children and adults.	Classroom layouts are planned for specialist equipment eg visualizers, laptops, writing slopes	Lessons will run smoothly without the need to adjust or accommodate the needs of individual children	Termly	•
Access arrangements to meet individuals' needs when taking tests etc	HT/Rec/Y1/Y4/Y6 teachers will ensure appropriate	Children will have their needs met, and	Annually	•



will be applied for and support provided when required.	testing and reports are provided in order to apply for access arrangements.	any barriers to achieving their full potential will be removed		
Ensure access to computer technology is appropriate for children with disabilities.	Ensure access to computer technology is appropriate for children with disabilities.	Children will access technology	Termly	•
Ensure all staff aware of, and able to use inclusive software and resources.	Audit of resources Purchase new resources Ensure all staff are aware of, and able to use inclusive software and resources.	Staff training new resources.	Annually	•
Development of purposeful opportunities for SMSC, PSHE & British Values across the curriculum.	Explore Philosophy for Children Implement PATHS programme and No Outsiders Consider PSHCE Association membership	Clear PSHE sessions timetabled PSHE continuity and progression across school	Termly	•
Provide children with strategies to cope with stress and anxiety in order to promote mental health and mindfulness.	Consider PSHCE Association membership Consider the Headspace App	Headspace timetabled into school day Children have an awareness of mental health		•



		Children able to use strategies of mindfulness		
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Targets	Strategies	Outcome	Timeframe	Goals Achieved
Written/Other Information				
To continue improving communication for any visual impaired member of the school community.	To maintain and update visual aid equipment Liaise with St Helens Visual Impairment team Act upon advice given Ensure large print books are available in the library	Individuals who are visually impaired will be better able to access visual information		•
To use specialist services for resources.	Explore resources available eg, TESSA LASC, TESSA Behaviour Improvement Team, ADDvanced Solutions	Individuals will have access to resources	Termly	•
Develop visual timetable in classes for all children and a bespoke visual schedule for children with Autism.	Develop visual timetable in classes for Autism children Training – Autism Staff meeting	Timetables to be used effectively		•



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:

