



Over St. John's CE Primary School

'Let your light shine before others.' Matthew 5:16

Accessibility Statement

At Over St. John's CE Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of faith and respect where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to encouraging challenge, developing confidence and inspiring learning.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 '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:

- 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.

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.

Objectives

Over St. John's CE 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Over St. John's CE 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Over St. John's CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Board. 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for governors meetings will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Head Teacher

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

Signed: *E Snowden*

Head Teacher

Date: October 2025

Review Date: October 2027

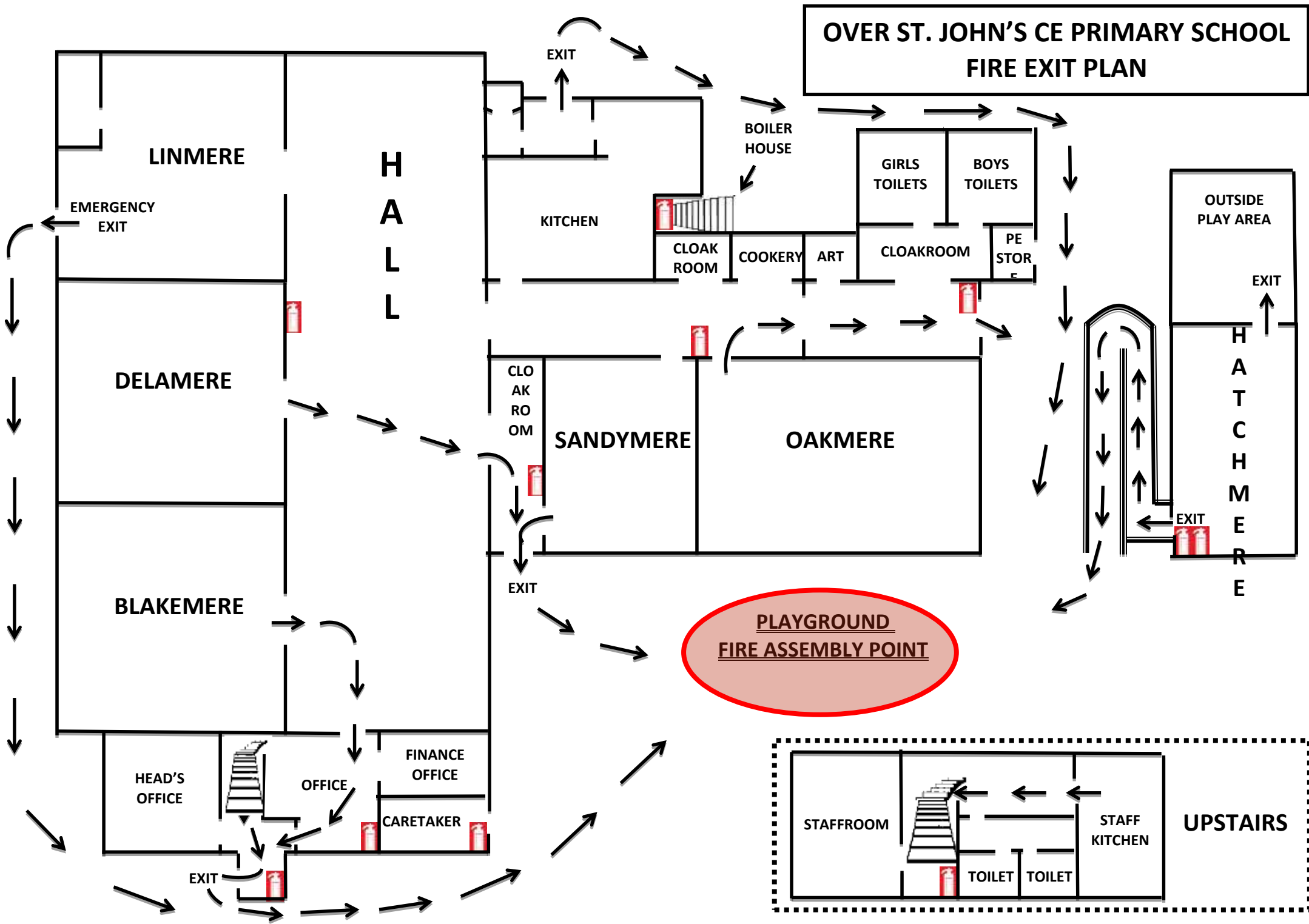
It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Board**
- **Head Teacher**
- **SENCo**
- **School Business Manager**
- **Caretaker**

A plan of the school buildings showing areas of accessibility is shown below.

OVER ST. JOHN'S CE PRIMARY SCHOOL
FIRE EXIT PLAN



Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes
School staff are better aware of access issues.	Provide information and training on disability equality for all staff.	By July 2027	HT/GB	Raised confidence of staff and governors in commitment to meet access needs.
Any building work has considered CWAC Accessibility guidance.	Share CWAC accessibility guidance with relevant personnel and contractors.	When necessary	HT/SBM	On-going improvements in access to all areas when undertaking routine and maintenance works.
Improve signage (including tactile signs) and external access for visually impaired people.	Add tactile signs to signage. Replace external light bulbs immediately when required. Seek advice from the CWAC Guidance on appropriate colours/styles for signs and replace temporary ones.	By July 2027	SBM	Visually impaired people feel safe in the grounds. Access around the site easier for all.
Repaint classrooms in colours with suitable contrasting woodwork.	Seek advice from the CWAC on appropriate colours. When classes are painted under routine maintenance, include contrasting colours	When necessary	SBM	Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for all children and ensure these are shared with staff.	When appropriate	SENCO	All disabled children and staff working with them are safe and confident in event of fire.
Ensure all fire escape routes are suitable for all.	Check with Health and Safety Adviser on accessibility of exit routes and fire doors.	Next H&S Audit	SBM	All disabled staff, pupils and visitors able to have safe independent egress in emergencies.

Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure staff have access to specific training on disability issues.	Provide appropriate and relevant ongoing training all staff on matters of inclusion, such as LAC training, attachment, trauma informed practice...	From September 2025	SENCO	Raised confidence of TAs as above.
Ensure all staff are aware of disabled children's curriculum	Set up system of individual access plans for disabled children.	When appropriate	SENCO	All staff aware of individual pupils' access needs.

access needs.	Set up system for information to be shared with appropriate staff. Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	When appropriate		
Ensure all staff are aware of, and able to use, SEN software and resources.	Audit all SEN ICT and other resources and make list available to all staff. Run training sessions on use of SEN software such as e.g. Nessy.	By Sept 2026 When necessary	SENCO SENCO	Wider use of SEN resources in mainstream classes.
Review PE Curriculum to make PE accessible to all.	Gather information relating to accessible PE and Disability Sports. Invite disabled sports people in for particular sessions. Review PE curriculum to include disability sports.	By Jan 2026 From Sept 2026 By Sept 2026	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
Ensure disabled children participate equally in after-school activities.	Organise additional clubs for disabled pupils or adapt ongoing clubs.	From Sept 2025 (when needed)	PE Co-ordinator	Disabled children confident and able to participate equally in out of school activities.

Improving Access to Information

Targets	Actions	Timescale	Responsibility	Success criteria
Clear, straight forward and simple communication with parents and community.	Ask parents/carers about their access needs when their child is admitted to school. Produce letters in alternative formats (e.g. large print) if required from parents/carers. Information presented in a variety of easy to access ways e.g. displayed in office window for parents dropping off, sent via text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced and parents sessions	Annually from Sept	Head Teacher	All parents are receiving information in a format that they can access.

	run for key areas e.g. phonics, writing. Admin and teaching staff aware of individuals who may need information explaining directly or personally. Ensure information sent in the post to parents of split families that have requested this.			
Establish awareness of British Sign Language within the school.	Use of Sign Language and awareness of needs of deaf people promoted through No Outsiders culture.	Ongoing	PSHE Coordinator	Awareness of Sign Language and deaf culture raised.
Visual timetabling in all classes.	Staff meeting to share good practice. Agree whole school approach.	Ongoing	Staff meeting	All children clear about timetable and secure about what is happening.
Access to info for pupils, parents, carers for whom English is an additional language.	Signage around school in different languages where appropriate.	From September 2025	SBM	