St John's Stonefold CE Primary School, Rising Bridge

Whole School Accessibility Plan 25-28	
Written By	P Burns
Date	September 2025
Approved by FGB	December 2025
Date of Review	September 2028

Values:

Empathy Aspiration Generosity Love Endurance

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly

(Ephesians 3:17)

Vision:

At St John's Stonefold, we are a close-knit church family rooted in God's love, nurturing every child to grow confidently and soar with ambition. Guided by our Christian values and a bespoke, innovative curriculum, we empower our children to embrace their individuality, develop life skills, and thrive as kind, confident, and driven members of our vibrant rural community. Together, we inspire limitless aspirations, preparing each child to flourish and follow their dreams with faith and purpose.

Our five Christian values spell out the word: EAGLE which is part of our school badge and the emblem of St. John. These values are woven into everyday school life and help our children to 'soar' here at St John's Stonefold and in their lives beyond.

"Rooted and Established in God's love: nurture, grow, fly" Ephesians 3:17

Inclusion Officer: D Martin
Link Governor: Mrs M Charnley, Mrs J Humphries
Review Schedule:

Legal Basis, Scope and Publication

This Accessibility Plan is written in accordance with the Equality Act 2010 (Schedule 10: Accessibility Plans) and the Department for Education's advice to schools on the Equality Act. It sets out how the school will:

1. increase the extent to which disabled pupils can participate in the curriculum;
2. improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
3. improve the availability of accessible information to disabled pupils, parents/carers, staff, governors and visitors.

The plan supports the school's duties under the Public Sector Equality Duty (PSED) to eliminate discrimination, advance equality of opportunity and foster good relations. The plan applies to pupils, staff, parents/carers, governors and visitors. The plan will be published on the school website and paper copies are available on request. We will provide information in alternative formats within a reasonable timescale.

Our Vision and Principles

We are committed to removing barriers to learning and participation, celebrating diversity and enabling every child to flourish. We will meet our anticipatory duty by planning ahead for the needs of current and prospective disabled pupils and others in our community, making reasonable adjustments without delay and reviewing impact regularly.

Governance, Monitoring and Review

The Governing Body approves this plan, receives an annual progress report from the SENCO/SLT, and ensures the plan is reviewed and re-published at least every three years. Progress is monitored through termly SLT reviews,

health and safety walks, curriculum reviews and stakeholder feedback. Impact measures are defined within each objective below.

Consultation and Engagement

We will engage pupils with SEND and disabilities, parents/carers, staff and external professionals through surveys, meetings (including annual reviews and one-page profiles) and targeted conversations following incidents or changes in need. Feedback will directly inform updates to the plan and action logs.

Training and Awareness

All staff will receive regular training on disability awareness, reasonable adjustments, inclusive classroom practice and the use of assistive technologies. Induction covers evacuation procedures and inclusive communication. Refresher training will be provided every 2–3 years or sooner where needs change.

Targets	Strategies	Responsibility	Outcomes/ Success Criteria	Timescale
Improve the Physical Environment				
Maintain safe step edges and wayfinding for visually impaired users	Audit all internal/external steps, apply/refresh high-contrast nosings; maintain external lighting; ensure clear tactile signage where reasonable.	Site Lead	100% priority routes have contrasting nosings; monthly checks logged; 0 access-related incidents due to poor wayfinding. H&S walk logs; photos; contractor certificates	2025 Q1–Q4 then termly
Ensure reception and entrances are fully accessible	Daily obstruction checks; seating for visitors; install/maintain signage at gate with instructions for wheelchair users; review intercom height and audibility.	Site Lead / Office	Daily checklist completed 95%+; visitor feedback positive (>=4/5). Checklists; visitor survey	Daily/termly
Safe evacuation for all (PEEPs)	Create and review PEEPs for relevant pupils; identify buddy support; run termly drills and debriefs; provide evac equipment if required.	SENCO	PEEPs in place within 10 school days of need; termly drills with 100% compliance; all actions closed within 10 days. PEEP templates; drill records	Ongoing
Fire exits suitable and clear for all	Brief staff on keeping exits clear; weekly exit route checks; signage review.	All Staff / Site Lead	0 instances of blocked exits in weekly logs; termly governor H&S walk shows full compliance. H&S logs	Weekly/termly
Hearing support where needed	Seek specialist advice; procure and maintain appropriate hearing support (e.g., soundfield systems, radio aids) as required.	SENCO / Head	All identified pupils have appropriate aids within 20 school days; user satisfaction >=4/5.	As required

Targets	Strategies	Responsibility	Outcomes/ Success Criteria	Timescale
Access to the Curriculum				
Staff training on disability and inclusive practice	Annual needs analysis; deliver training on reasonable adjustments, differentiation, sensory processing, autism, ADHD, SEMH, assistive tech.	SENCO	>=95% staff complete core modules annually; lesson observations show inclusive strategies in >=90% of samples. CPD logs; observation records	Annual/ongoing
Ensure all trips and visits are accessible	Pre-visit checks with venues; consult parents; embed accessibility in risk assessments; plan transport and staffing accordingly.	EVC / SENCO	100% trip risk assessments include accessibility section; no pupil excluded due to unmet access needs. Risk assessments; debrief notes	Ongoing
Inclusive PE and physical activity	Review PE curriculum; include disability sports where appropriate; provide TA support and adapted equipment.	PE Lead	All pupils participate in PE with adjustments; Pupil voice shows >=4/5 inclusion ratings. Curriculum plans; pupil voice	Termly
Curriculum planning reflects disability equality	Audit schemes of work; include resources and topics addressing disability awareness and representation.	Curriculum Lead / All staff	All subjects show mapped opportunities by end of 2026; worship plan includes termly disability awareness themes. Curriculum maps; assembly plan	2025–2026
Participation in clubs and enrichment	Discuss adjustments with club leaders; ensure care plans shared; monitor participation data and remove barriers.	SENCO / Club Leads	Participation rates for pupils with SEND are within 5% of peers; case studies show barriers removed. Registers; case studies	Termly

Targets	Strategies	Responsibility	Outcomes/ Success Criteria	Timescale
Access to Information				
Accessible formats for communications	Ask parents/carers for preferred formats and languages; provide large print/easy read/braille or translation as reasonable; provide office support for forms.	Office / SLT	Requests for alternative formats fulfilled within 10 school days; parent survey shows >=4/5 satisfaction. Request log; survey results	Ongoing
Multi-lingual access and interpretation	Maintain translation tools on website; use bilingual staff where available; commission interpreters for key	Office / SENCO	100% key meetings offered interpretation where needed; website translation available site-wide. Meeting records; website checks	Ongoing
Website and digital accessibility compliance	Audit website and digital content; ensure accessibility statement is published; align with WCAG 2.1 AA and plan progress towards 2.2 AA where feasible; annual re-test.	Head/SENCO	No critical WCAG failures on key user journeys; accessibility statement up to date annually.	Annual & on update

Data, Impact Measures and Reporting

We will track training completion, participation in curriculum and enrichment, incident logs related to access, parent feedback, website audit findings and outcomes of evacuation drills. An annual report will be presented to the Governing Body summarising progress and next steps.

Risk Management, Resources and Reasonable Adjustments

Adjustments will be implemented within reasonable timeframes, taking into account individual needs, proportionality and available resources. Where needed, we will seek external specialist advice and explore funding or commissioning routes to implement adjustments promptly.

Publication and Review

This plan is published on the school website and available in alternative formats on request. Progress is reviewed annually; the plan is updated and re-published every three years or sooner if required by significant change.

Appendix A: Personal Emergency Evacuation Plan (PEEP) – Outline

Field	**Details**
Pupil/Staff name	[Insert]
Class/Department	[Insert]
Disability/need (relevant to evacuation)	[Insert]
Location(s) most used	[Insert]
Evacuation route(s) and refuge points	[Insert]
Assistance required and by whom	[Insert]
Equipment required (e.g., evac chair)	[Insert]
Training provided to staff/buddies	[Insert]
Drill frequency and last drill date	[Insert]
Review date and triggers	[Insert]

Appendix B: Accessibility Audit Checklist

Weekly

[ ] Emergency exits clear; routes suitable for all users

[ ] Accessible toilets available and maintained

[ ] Entrances obstruction-free; intercom/handles at accessible height

[ ] Reception seating available

Termly

[ ] Step edges and stair nosings high-contrast and intact

[ ] External lighting functional on all approach routes

[ ] Directional and room signage clear and consistent

[ ] Classroom layouts allow mobility aid access

Annually

[ ] Website accessibility statement up to date; content meets WCAG guidance

References

Equality Act 2010 – Schedule 10 (Accessibility plans).

Department for Education: Equality Act 2010 – Advice for Schools (2014).

DfE Accessibility Manual: standards for digital accessibility (including Accessibility Regulations 2018 and WCAG).