



Accessibility plan and disability statement

Statutory guidance	Schedule 10 Equality Act 2010
Last updated by senior leaders	September 2025
Last reviewed by advisory board	September 2026
Next review due	September 2027

Disability statement

- We are committed to giving all our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations. The achievements, attitudes and wellbeing of all our pupils matter. St. John's promotes the individuality of all our pupils, irrespective of disability, ethnicity, religion, attainment, age, gender, background or any other protected characteristic (as defined in the Equality Act 2010).
- In the Equality Act 2010, disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities. Disability is not the same as special educational needs; not all children with a disability have special educational needs, and vice versa.
- Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.
- Our accessibility plan below details the changes that have been made to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion, for all pupils and staff with disabilities.

Aims

- St. John's aims to be an inclusive community. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our pupils, and this of course includes pupils with disabilities.
- We ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education we provide.
- We will not treat a pupil with a disability less favourably than others because of their disability.
- We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- We will do our best to anticipate the needs of a pupil or staff member with disabilities before they join St. John's.
- We welcome guidance and advice from the parents and carers of their children with disabilities and will endeavour to follow such advice wherever reasonable.

Removing barriers

- St. John's will make reasonable adjustments to ensure that pupils, members of staff and visitors are not disadvantaged by their disability.
- Disabilities can limit the extent to which pupils are able to participate in the curriculum and can impede the delivery of information. So, for example, if a pupil suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in more severe cases, the teacher may wear a microphone and transmitter.

- Our accessibility plan covers the measures we have already taken to improve accessibility and equal opportunities in our school.

The physical environment

- We have installed toilets and showers for the disabled, ramps and handrails to accommodate wheelchair access, and a lift at the preparatory school. We also have fully-functioning medical rooms. We endeavour to continuously improve provision for pupils and staff with disabilities and additional needs by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following: access to the school, by installing setting-down and picking-up points; movement around the building, for example by adaptations to signs, such as clear print, the use of symbols and improved colour schemes; accommodation within the building, by providing improved sound-proofing for pupils with impaired hearing; furniture, by procuring rise-and-fall tables and sinks.

The curriculum

- We use a range of differentiated teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.
- We use inclusive language, and we make staff and pupils aware of the dangers of careless language and the impact which it can have on those with a disability.
- Our class reading books and other resources contain positive images of people from a diverse range of backgrounds, including those with disabilities.
- The school regularly reviews the way in which resources are matched to the needs of all pupils. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.
- Many of the adjustments we will need to make are dependent upon individual needs. Many needs can be met by personalising normal classroom practice. However, in some cases, specific individualised provision is necessary, and a pupil may have an Individual Education Plan (IEP).
- Where necessary, staff are made aware of strategies to make reasonable adjustments within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum. Such strategies will be determined by the SENDCOs in conjunction with the Principal or Headteacher and class teacher after consultation with the pupils' parent/s.
- Staff may need to adapt their teaching to the learning patterns of all the pupils according to their abilities and needs. Such differentiation should be reflected in curriculum plans.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their health and safety (e.g. labs, workshops, sports equipment).

Sporting and recreational activities

- If required, the school will provide equal access to all school activities for disabled pupils within the constraints of the physical nature of the site, the budgetary costs, the health and safety implications and difficulties of supervision.
- Individual risk assessment and management strategies will be put in place in advance of disabled pupils engaging in school trips or visits.

Welfare awareness

- Staff and pupils will be made aware of disability and understand its effects and, if necessary, accept and support disabled pupils as part of school life.
- Staff training will be provided on a regular basis to enhance understanding of disability and equality, the need for making reasonable adjustments in compliance with our legal duties, and to improve our educational provision.
- The school's equality policy, anti-bullying policy, behaviour policy and staff handbook, all reflect St. John's commitment to inclusion, and the difficulties faced by disabled pupils, thereby improving understanding and integration.

Information

- If it is necessary, information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.
- We always take account of disabilities, be they the pupils' or those of their parents or carers. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

Staffing

- When advertising posts, shortlisting, interviewing or deciding on appointments, the proprietor will follow the necessary procedures, and will not discriminate against people with disabilities.
- Should a member of staff become disabled, the management will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.
- All members of staff, regardless of any disability, are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.
- The School may liaise with specialists to support individual pupils in collaboration with parents, such as educational psychologists and speech and language therapists.

Health and safety

- Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils, as per our first aid and medication policy.
- The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

Policy into practice

- The Proprietor, also the Principal, takes overall responsibility for the school's duty not to discriminate.
- The Principal, relevant Headteacher, and all senior leaders will ensure that all members of staff are aware of their responsibilities to all pupils without exception.
- All members of staff are fully committed to the policy of not discriminating against pupils, parents/carers or staff with disabilities.
- Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Monitoring and review

- We have high expectations of all pupils. We monitor a range of data to make sure that all pupils and groups of pupils, including any with disabilities, are making the best progress possible, and that no groups of pupils are underachieving. We also monitor data in relation to admissions, behaviour, exclusions and parental and pupil questionnaires to ensure equality of opportunity and provision.



Accessibility Plan September 2025 to August 2027

This accessibility action plan considers primarily pupils but all stakeholders' access to:

- the curriculum
- the physical environment
- information normally provided in written form.

The school and this plan consider:

Physical environment

E.g. Steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor-coverings, signs and furniture.

Physical aids

E.g. ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for pupils with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

Information

E.g. Timetables, textbooks, handouts and information about school events e.g. language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

The following accessibility action plan outlines what will be achieved in the next three years to meet Schedule 10 of the Equality Act 2010.



Accessibility Action Plan September 2025 to August 2027

Aspect	Issue	Action	Responsibility	Timescale
Staff training	Ensure all staff are aware of their responsibilities under the Equality Act 2010.	All staff to read latest policies; new staff to be made aware in their induction programme; all staff to access mandatory annual equality training.	SLT	Annual and ongoing
Access to the physical environment	Ensure that disabled pupils, staff and visitors can fully access the buildings.	At the preparatory school, maintain accessibility by continuing to keep pathways in and around the school clear. Maintain high visibility edging to all steps. Maintain lift and ensure ramps in good condition. At the senior school's historical listed senior site building, continue to make all possible reasonable adjustments as and when required. Consider access for all in all future building works at new extension buildings e.g. light switches, plug sockets, toilets facilities, ramps, lifts.	Principal and Headteacher	As necessary and ongoing

Aspect	Issue	Action	Responsibility	Timescale
Promoting positive attitudes towards those with protected characteristics, including disability	Ensure that all staff are aware of their responsibilities under the Equality Act 2010.	Raising the awareness of disability equality through general staff training and in the CPD programme for all staff.	SENDCo/SLT	Ongoing
	Ensure that all policies, procedures and practices consider the Equality Act.	Continually review all current policies, practices and procedures	SLT	Ongoing
	Enhance awareness of disability and celebrate equality and diversity.	Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week, Guide Dogs etc.	PSHE education coordinators	Ongoing
Removing barriers, including re: curriculum and written information	A balanced and relevant curriculum accessible to all pupils (as is reasonable and practical).	Curriculum and timetable consider, wherever reasonable and practical, accessibility needs of pupils (location, skills of staff, pupils' needs).	Principal and Headteacher	Ongoing
	Always ensure equitable consideration of all candidates.	Recruitment is an open, equal process welcoming candidates with disabilities and other protected characteristics.	Principal and Headteacher	Ongoing
	Make available written material, including curriculum resources, worksheets, letters home, curriculum plans, website content etc. in different formats.	The school will readily provide information in alternative formats, languages, braille, etc.	Principal and Headteacher	As required