St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

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St John and St Nicolas Schools Federation

Accessibility Plan 2026 - 2029

1. Federation Vision

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does.
It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

2. The Purpose of this Plan

This plan sets out how our school will increase access to education for disabled pupils in three key areas:

a) increasing the extent to which disabled pupils can participate in the school curriculum;
b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our federation accessibility plan will be reviewed every three years and reported on annually.

3. What does accessibility and inclusion mean for our school ?

We are committed to providing schools that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- Avoid segregating or stigmatizing any users
- Provisions for privacy, security and safety shall be equally available to all users
- Ensure dignity in use for all users

4. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:
'A physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day to day activities.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

5. Arrangements for the admission of disabled pupils

Our federation vision is 'For the good of all'. For this reason, our schools are inclusive and our admissions policies are clear on the inclusive nature of our schools. Where a reasonable adjustment needs to be made to enable a disabled child to be admitted, the governors will make every effort to accommodate this.

6. The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils

Please see the federation Equality Policy for details on this.

7. Information about our schools

You can find out about our schools on our website.

8. Facilities and arrangements to ensure that disabled pupils can access the schools
Ensuring disabled people can access our school curriculum (please see the schools' local offers and SEN information reports for more details): We will continue to:

1. Ensure staff are aware of children with Special Educational Needs and disabilities and ensure provision matches their needs.
2. Ensure staff are provided with training to ensure that they can meet individual children's needs.
3. Liaise with outside agencies to ensure children's needs are met appropriately.
4. Ensure equal access for disabled pupils to school clubs, school visits and extracurricular activities through carrying out appropriate risk assessments.
5. Ensure that all pupils feel supported and included within the school.

St John the Evangelist School:
St John's School is built on a slope, which can make physical accessibility difficult. Within the school building there are a number of steps between different levels and the age of the children means that building lifts or slopes would make the environment potentially more dangerous to children. However, the following is in place to make the school as accessible as possible:

- Outside access to all areas of the building
- Disabled toilet on the same level as the entrance, office, dining hall and two classrooms
- Open plan foundation stage classroom to allow free - flow for children of all abilities
- High quality outside area accessible to all
- Sloped access to all levels of the school playground with additional support
- Small break out spaces available for children needing a quieter environment

St Nicolas School:
St Nicolas School is mostly built on one level (apart from a staircase to the staffroom). The following is in place to make the school as accessible as possible:

- Single floored layout for the majority of the school with doors wide enough for accessibility
- Disabled toilet available near the office area of the school
- Small break-out spaces available for children needing a quieter environment
- Open plan layout to the corridor spaces of the school allowing easy access

9. Challenges to accessibility that we want to address

St John the Evangelist School - key challenges are as follows:

- Building is on several different levels, meaning that outside access is needed for people with physical disabilities
- Staffroom and some offices are on a second floor meaning that they are not currently accessible to people with physical disabilities
- Steps inside the building mean that people in wheelchairs would struggle to access different levels. This could additionally create potential problems with falls down steps.

St Nicolas School - key challenges are as follows:

- Staffroom is only accessible via a spiral staircase – this creates problems for anyone with a physical disability

10. Action Plan - Plan prepared under paragraph 3 of the Equality Act.

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	St John's - ensure children or staff with physical disabilities are able to manage within the school environment – including specific classrooms with better disabled access to be used where needed.	This will mean that children or staff with limited mobility will still be able to access the main parts of the school without the need to use steps.	Executive Head and Heads of School	July 2027
2	St Nicolas - create a plan for staff with mobility difficulties to access staffroom facilities - be able to create a staffroom space on the level of the rest of the school.	This will allow staff members with disabilities to integrate with other staff, without having to use the stairs.	Executive Head and Heads of School	July 2027
3	Both Schools - identify ways to make the schools more accessible to people with hearing difficulties. This might include using a hearing loop or Bluetooth alternative in the school halls.	This will allow children and staff with hearing difficulties to participate more effectively within the school day.	Governing Board	July 2027
4	Both Schools - ensure the curriculum for both schools provide access and adaptations for all children with special educational needs or disabilities.	All children will have access to a quality curriculum that meets their needs.	Executive Head and Heads of School	Ongoing