



St John Fisher Catholic Primary School

Accessibility Plan

2025-2028

1. Introduction

St John Fisher is committed to ensuring equality of access to education, facilities, information, and services for all pupils, staff, parents, and visitors, including those with disabilities.

This Accessibility Plan sets out how the school will comply with its duties under the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice.

This plan is designed to be reviewed and updated over a three-year period (2025–2028).

2. Legal Framework

This plan has due regard to:

- Equality Act 2010
- SEND Code of Practice (0–25 years)
- Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018
- Keeping Children Safe in Education (KCSIE) where relevant to safe access and inclusion

3. Definition of Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

4. Accessibility Aims

St John Fisher aims to:

- Increase access to the curriculum for all pupils, including those with SEND or disabilities
- Improve and maintain access to the physical environment of the school
- Improve the delivery of information to pupils, parents, and stakeholders in accessible formats
- Ensure compliance with digital accessibility requirements for all online content

5. Current Context

The school recognises that pupils, staff, and visitors may have a range of needs including:

- Physical disabilities
- Sensory impairments (hearing or visual)
- Neurodiversity (including autism, ADHD)
- Speech, language, and communication needs
- Temporary disabilities or medical conditions

Reasonable adjustments are made on a case-by-case basis to ensure inclusion.

6. Accessibility Action Plan (2025–2028)

6.1 Curriculum Access

Objective	Actions	Responsible	Timescale	Success Criteria
Ensure inclusive teaching practices across all subjects	Staff CPD on differentiation and SEND strategies	SENCO / SLT	Ongoing 2025–2028	Improved outcomes for SEND pupils
Improve use of assistive technology	Provide access to reading, writing, and communication tools	IT Lead / SENCO	2025–2026	Increased independence in learning
Ensure curriculum materials are accessible	Audit resources for readability and accessibility	Curriculum Leads	Annual review	All pupils able to access materials

6.2 Physical Environment

Objective	Actions	Responsible	Timescale	Success Criteria
Improve accessibility of school buildings	Identify and remove physical barriers where possible	Site Manager	2025–2028	Improved physical access
Ensure safe evacuation procedures for disabled users	Personal Emergency Evacuation Plans (PEEPs) in place	SLT / Site Manager	Ongoing	All PEEPs up to date
Review signage for clarity and accessibility	Install clear, high-contrast signage where needed	Site Manager	2025–2027	Improved navigation around site

6.3 Information Accessibility

Objective	Actions	Responsible	Timescale	Success Criteria
Improve accessibility of school communications	Provide information in accessible formats on request	Admin / SLT	Ongoing	Reduced communication barriers
Ensure website compliance with accessibility regulations	Regular audits against WCAG 2.1 AA standards	SLT	Annual	Website compliance maintained
Improve parental engagement for all users	Use multiple communication channels (email, text, print)	SLT	Ongoing	Increased engagement levels

7. Website Accessibility Statement

The school is committed to ensuring its website is accessible in accordance with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018.

The website will:

- Be designed to meet WCAG 2.1 AA standards where reasonably practicable
- Support screen readers and assistive technologies
- Use clear structure, headings, and readable formatting
- Provide alternatives for non-text content where possible

Where accessibility issues are identified, the school will act promptly to address them or provide alternative access.

8. Monitoring and Review

This Accessibility Plan will be:

- Reviewed every three years (2028)
- Monitored annually by SLT and governors
- Updated following building works, curriculum changes, or statutory updates

Progress will be reported to the Governing Body annually.

9. Responsibility

Overall responsibility for this plan lies with the Headteacher, supported by:

- SENCO (curriculum access)
- Site Manager (physical access)
- IT Lead (information and digital access)
- Governing Body (oversight and challenge)

10. Related Documents

- SEND Policy
- Equality Policy
- Cyber Security Policy
- Accessibility Statement (website)
- Health and Safety Policy