



St. John's Infant and Nursery School

Accessibility Plan

This policy should be read in conjunction with the Equality Policy, Inclusion Policy and SEND Policy

Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values: Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our children learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Access Plan	
Written by:	Laura McManus
Date:	14 October 2026
Approved by:	Resources Committee
Date:	16 October 2026
Review frequency:	Annually and every 3 Years full review
Target Audience:	All Stakeholders

Aims

The aims of the plan are:

- To increase access to the curriculum for children with disabilities
- To improve the delivery of information to children and all stakeholders with a disability
- To improve access to the physical environment of the school

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's Infant and Nursery School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Access to the curriculum

Target	Strategies	Timescale	Responsibility	Outcome
To continue to build on staff confidence when planning and assessing for children with complex SEND.	Staff Training Use of Herts whole school training to support staff such as ADHD/Literacy difficulty training. Reviews and discussion during pupil progress. Discussions during Assess, Plan, Do, Review Meetings. Support of Outside agencies Identify new assessment toolkit to support those children working pre key stage to show progress. Ordinarily Available Provision Document. Knowing My Class Document Gaps, Provision and impact Document	On – going as the needs across the school change and further training is required.	SLT SENCo	Raise confidence of staff in supporting children across the curriculum. All staff to feel confident in planning for all children as part of 'Quality First Teaching' and for one to one adults working with those with exceptional needs. Evidence of "Reasonable Adjustments" and differentiation in place. Implementation of outside agencies advice.
To ensure that the curriculum caters for different genders, disabilities and cultures.	Review text used in the curriculum	On-going	English Lead and SENCo	Books aimed at different genders and cultures are available in school. Topics aimed at different genders/cultures/ disabilities evident in the curriculum.

Review of resources and ICT provision to consider suitability for IPADs	Identify and assess the ICT programme and equipment in school used to support children. Keep up to date with other programmes which could support learning. Identify communication support such as AAC apps for non-speaking pupils.	On-going To be completed by December 2026 but then on-going to ensure updated where required.	ICT Co-ordinator Inclusion Leader and SENCo	ICT is used to support children's learning, accessed by all. Staff access training to enable them to support children's learning.
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Access to the Physical Environment

Target	Strategies	Timescale	Responsibility	Outcome
To support SEND children with small outside areas and a Sensory Room.	Removal of the pond to create a suitable outdoor space. Partial cover has been added so that the space can be used in all weather. Resources are available within outside space to support those children with SEND to access the area. Artificial grass has been laid. SENCo to visit lending library to look at further resources available. Sensory rooms has been created and used effectively for pupils. Continue to ensure resources are being updated as a when	On-going to ensure space is kept safe and well-resourced for our pupils with SEND.	SENCo	SEND children have a safe outside area and sensory room to access. Bothe spaces to be fully resourced for pupils.

	required to meet the needs of pupils accessing the space.			
To be aware of the access needs of disabled children, staff, governors and parents/ carers.	Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process. Ensure staff and governors can access areas of school. Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school becomes physically impaired. Ensure all fire exits are clear.	Ongoing	SENCo / caretaker	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitor to ensure any new needs that arise are met. Parents have full access to all areas of school and inform the school if they cannot. The school to look into making reasonable adjustments. PEEPs are prepared and reviewed as individual needs change. All fire exits are accessible and clear of obstacles.
Ensure the disabled parking access and spaces are always available	Additional signage outside and repaint the floor sign	Completed	Caretaker	Disabled badge holders are always able to access a disabled parking bay when required. Actions in place for users who do not use the bays appropriately
Ensure that vehicle access is accessible outside of school hours.	Review the external gate system to support external provider use.	Autumn 2026	Caretaker and SLT	Gate is set up to so that accessible and programmed for the weekend and holidays.

Access to Information

Target	Strategies	Timescale	Responsibility	Outcome
Key information translated for parents/carers	Translators or school staff where applicable to help support the sharing of information.	On-going	Executive Head Head Teacher SENCo	Parents to be able to access information in their 1 st Language.