Accessibility Policy

This Accessibility Policy is created in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This document also includes our Accessibility Plan

Date agreed by Governors	October 2025
Signed on behalf of Governors	J Wilkinson J Wilkinson (Jan 28, 2026 14:03:40 GMT)
Date for next review:	October 2028

Table of Contents

1. Context 3
2. Objectives 3
3. Site access 6
4. Appendix 1: Schedule 21 - Action Plan A – Improving Physical Access 7
5. Appendix 2: Schedule 22 - Action Plan B – Improving Curriculum Access 9
6. Appendix 3: Schedule 23 - Action Plan C – Improving the Delivery of Written Information 10

1. Context

1.1 At John Ball Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included.

1.2 We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success.

1.3 We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

1.4 This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

1.5 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

1.6 According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

1.7 The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and, in particular, Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

2. Objectives

2.1 John Ball Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, carers and

visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2.2 We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

2.3 The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

2.4 The John Ball Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

2.5 The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the other pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

2.6 The John Ball Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

2.7 Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

2.8 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour for Learning Policy
- Curriculum Policies
- Business Continuity Plan
- Health & Safety Policy
- School Improvement Plan
- Inclusion (SEND) Policy
- Teaching and Learning Policy

2.9 The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

2.10 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

2.11 The Accessibility Plan will be published on the school website.

2.12 The Accessibility Plan will be monitored through the Personnel, Coordinating and Finance Committee.

2.13 The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2.14 It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

2.15 The priorities for the Accessibility Plan for our school were identified by:

- Head Teacher
- Deputy Headteacher
- AHT, Inclusion Leader / SENDCo
- School Business Manager
- Premises Manager
- The Governing Body

3. Site access

3.1 Since September 2015 we have considerably improved our site access for all disabled users. As part of the refurbishment and extension of the school new ramped access to the main site has been established. These ramps are now in line with EU law / legislation.

3.2 We now have access to the main building from street level via these ramps and once in the main building a new internal platform lift gives access to the first level of the school.

3.3 Once in the main building there is then another internal platform lift which gives access to the school halls.

3.4 On the EYFS site all learning areas are on the ground floor and there is very good access to this site.

3.5 We have also made numerous adaptations to the buildings to accommodate pupils with Visual Impairment as well as a blind pupil.

4. Appendix 1: Schedule 21 - Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		
2	Ongoing support for VI learners	Continue to ensure that highlighting and specific access arrangements are administered where appropriate	Immediate	High	None	Ongoing		

5. Appendix 2: Schedule 22 - Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	Incorporated in staffing budget	Ongoing		
2	Interventions	Assistant Headteacher for Inclusion to lead staff in audit of current interventions and their success/impact on progress. Link to data analysis and ongoing assessment development	Ongoing	High	Resourcing costs of identified areas to develop Cost of assessment systems	Ongoing		
3	Staff training to support EAL learners	Assistant Headteacher for Inclusion and working party to deliver staff training to teaching staff.	Ongoing	High	Resourcing costs of identified areas to develop	Ongoing		

6. Appendix 3: Schedule 23 - Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make stakeholders aware of the services available for converting written information into alternative formats such as different languages and Braille.	Ongoing	High	Not applicable	Ongoing		
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	High	Not applicable	Ongoing		