



St John's Angell Town C of E Primary School

Accessibility Plan 2026 -2027

'Learning to make the world a better place through faith, hope and love'.

Vision and Values:

St John's Angell Town C of E Primary School provides a happy, secure and stimulating learning environment where Christian values are embraced by all. We offer excellent pastoral care to our children, and our creative curriculum coupled with our strong sense of community ensures that we are a happy, forward-thinking and successful school.

Our mission statement says that we aim to achieve this through:

- Reflecting the teachings of Jesus Christ in our daily lives*
- Providing a warm and welcoming environment for our school and the wider community*
- Fostering a lasting love of learning*
- Encouraging and celebrating achievement*
- Expecting the highest standards of work and behaviour*
- Effective teaching which develop independence and inspires creativity in a broad and balanced curriculum*
- Addressing individual needs and diversity within an inclusive ethos.*

Mission Statement

Christian values and high expectations are at the heart of all aspects of our school life. Staff aim to deliver stimulating, fun, engaging and challenging daily learning experiences for our children through the National and International Primary Curriculum. Our pupils thrive here and we aim to inspire them to become independent, resilient, lifelong learners, whilst working together in partnership with parents, carers, the Church and the wider community.

Vision Statement

Learning to make the world a better place through, faith, hope and love.

'Three things will last forever – faith, hope and love – and the greatest of these is love.' 1 Corinthians

13:13

Love

We should Love one another, respect each other and work together.

'Love is more important than anything else. It's what ties everything completely together.'

Colossian's 3:14

Faith

Faith gives us confidence, the resilience to challenge ourselves and achieve more.

'Faith can move mountains' Matthew 17:20

Hope

Hope gives us aspirations for our future; to do our best and support each other.

'But those who hope in the Lord will renew their strength. They will soar on wings like eagles' Isiah 40:31

This is our Christian foundation which enables us to encourage and inspire one another so that we may all thrive in a safe and nurturing environment.

We value all children as unique and welcome them into our safe, loving and supportive St John's family. We nurture children to flourish and aspire to reach their God given potential. We rejoice in our rich diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future.

Our Curriculum Drivers:

1. Cultural Capital 2. Knowledge Driven 3. Language and Communication 4. Faith, Hope and Love = Aspiration

Purpose of Plan

This plan shows our commitment to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Areas of planning responsibilities

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, school visits, leisure and cultural activities).

Improve the delivery of information to pupils who have a disability (the information should take account of the pupil's disabilities, and the pupil's and parent's preferred formats).

Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled pupils, staff, governors, parents, carers and visitors.	a) Ensure class context sheets state the individual needs of disabled pupils	Ongoing	Class Teacher, SENCO	Staff and volunteers are aware of the needs of pupils.
	b) Ensure meeting rooms can be accessed.	Ongoing	School Premises Officer	Staff, governors, parents and visitors are confident that their needs will be met. A lift access is available on the ground, first and second floor.
	c) Send annual reminders to parents, carers via the school newsletter requesting that they let us know if they have difficulties when accessing areas of the	September 2026	School Business Manager, Officer Administrator	Parents are able to access the building to attending pupil conference days, meetings and events.

	school d) Circulate information about the 'Access to Work Scheme' to relevant staff, and place on the staffroom noticeboard.	Hand to staff as required	HT/SBM	Access to Work Information in Staff Handbook and on staffroom noticeboard.
Ensure disabled water closets are accessible (in working order)	a) Disabled toilets located on every floor b) Specialist toilet seat available	Ongoing As required	Elliott's/building contractor School Premises Officer SENCO	Water closets are appropriate and easy to access from various locations within the building.
Ensure everyone has access to the main reception area.	a) Ensure that nothing is preventing wheelchair access b) Ensure there is appropriate seating c) Ensure that the reception counter is low enough for wheelchair users to see and communicate with the office staff.	Daily check to ensure that the area is clear of obstructions. Ongoing Ongoing	School Premises Officer School Premises Officer, School Business Manager School Premises Officer, Office Administrator.	The building is accessible to wheelchair users. Visitors can be appropriately seated in the reception area. Wheelchair users are visible to office staff, ensuring that they are not neglected.
Maintain safe access for the visually impaired.	Check condition of yellow paint on step edges regularly. Check exterior lighting is working on a regular basis. Put black/yellow hazard tape on poles at end of play equipment to help	Ongoing Ongoing check As required	School Premises Officer School Premises Officer School Premises Officer	Visually impaired people feel safe in school grounds. Area is well lit and accessible. Child knows where equipment ends.

	visually impaired pupils.			
Ensure all disabled people can be safely evacuated.	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) ensure all staff are aware of their responsibilities in an evacuation	At admission and reviewed at least annually or whenever needs or circumstances change Ongoing	SENCO/SBM School Premises Officer, Fire Wardens, HT, SENCO,	All disabled pupils and staff member working with them, are fully aware of what to do in the event of a fire. There is constant supervision for disabled pupils who would need help in the event of an evacuation. Wheelchair users can be evacuated as quickly and safely, as possible.
Provide sound field equipment in classrooms to support pupils with a hearing impairment.	Take advice on appropriate equipment if this becomes necessary	As required	SENCO/HT	All children have access to the curriculum.
Ensure that staff receive training for: • Safeguarding and child protection. • First Aid • Fire procedures • Epi-Pen and asthma pump use	a) All staff to access 'Educare' online training b) All staff to participate in fire drills c) New staff members to receive training. d) Health and safety audits to take place.	Ongoing	School Business Manager, SENCO, Head Teacher.	Staff are fully aware of health and safety issues and are able to respond accordingly.
Ensure that fire exits around the school are suitably	Ensure staff are aware of the need to keep fire exits clear.	Daily	School Premises Officer, HT, All staff.	All disabled personnel, pupils and visitors can access fire exits.

accessible for people with a disability.				
Ensure support is given to staff who have reduced mobility.	a) Specialist chairs provided for members of staff b) Provide staff with comfort exercise breaks c) Support from Lambeth Occupational Health d) Have regular meetings with line manager	As required As required/appropriate As required As required	HT/SBM HT HT/SBM HT/SLT	Staff are enabled to fulfil their role and responsibility with a reduced risk.

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure all staff are aware of how pupils with a disability are accessing the curriculum.	a) Team SEN briefing meetings to take place weekly. b) Staff to share advice and information given from outside agencies c) Staff training/courses	Ongoing	SENCO, Class Teachers, SLT	All staff are aware of the individual needs of pupils.
Ensure support staff have specific training on disability issues.	Identify training needs at Meetings or during staff appraisals	Ongoing	SENCO/HT	Increased knowledge & raised confidence of support staff.
All school visits and trips need to be accessible to all Pupils.	Ensure venues and means of transport are risk assessed for suitability.	Ongoing	SENCO	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils.	Review PE curriculum to include disability.	Annually	SENCO & PE Co-ordinator	All pupils have access to PE and are able to excel. Pupils that require one-to-one or T/A support will be supported throughout the session.
Review curriculum areas and planning to include disability Issues.	Include specific reference to disability equality in all curriculum reviews.	Ongoing	SENCO, Class Teacher, HT, AH	Gradual introduction of disability issues into all curriculum areas.
Ensure disabled children can take part equally in breakfast club and after school activities.	Discuss with after school provider & staff responsible for the breakfast club.	Ongoing	SENCO, HT, Breakfast & afterschool providers	Disabled children feel able to participate equally in out of school activities.

	Where additional support is required, the school and relevant club provider will consider reasonable adjustments and work with the pupil, their parents or carers and relevant services to identify appropriate support arrangements.	As required		
Develop links with other SENCO's within the BLC	Consider sharing INSET opportunities.	Ongoing	SENCO, HT, AH	Increased opportunities for continued professional development and promoting of shared practice.

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in other languages and braille if that becomes required	Place bilingual welcome signs in reception. Appropriately place braille signs for visually impaired members of the school community who may require it.	Ongoing As required	SENCO School Premises Officer, SENCO, HT, AH	ALL visitors, parents, pupils and staff are welcome to the school.
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages. School office will support and help parents to access information and complete school forms Translation Tool to be added to school website to allow multilingual access.	Annually Ongoing Ongoing	SENCO, Head Teacher, Office Administrator Office Administrator School Business Manager, Office Administrator, SENCO, ICT Technician.	Staff more aware of preferred methods of communication, and parents feel included. Parents are enabled to access information and fulfil requirements. School website is accessible to all.
Improve the delivery of written information in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	All teaching staff	Excellent communication
Staff are aware of Widgit symbols and the Picture	Use widget symbols, PECs and Communicate in print	As required	All teaching staff	Classroom/school environment to be resourced

Exchange Communication System (PECS) and have received training on using Communication in Print.	where necessary. This may include door signs to inform pupils, new staff, visitors to the school of the particular use for the room, labelling, visual timetables or to aid verbal communication.			to maximise the potential of communication for all.
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OTHER DOCUMENTATION RELEVANT TO THE ACCESSIBILITY PLAN:

Health and Safety Policy

Child Protection and Safeguarding Policy Emergency Evacuation Policy

Personal Emergency Evacuation Plan

Inclusion Policy

SEND Policy

Equalities Policy

School Improvement Plan