



John Mayne Church of England Primary School

Aspiring to live life in all its fullness
John 10:10

Accessibility Plan 2026–2029

Written	March 2026
Review Date	March 2029
Responsible Lead	Headteacher and SENDCO
SEND Governor	Mr Stuart McKillop
Approved by Governing Body	

1. Vision and Commitment

John Mayne Church of England Primary School is committed to providing an inclusive environment in which all pupils, including those with disabilities and special educational needs, can thrive and achieve their full potential.

We are committed to:

- Ensuring equality of opportunity
- Eliminating discrimination
- Fostering good relationships
- Removing barriers to learning and participation
- Promoting dignity, independence and respect

This plan outlines how we will improve access over a three-year period in line with statutory duties.

2. Legal Framework

This plan is written in accordance with:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- The Public Sector Equality Duty

Compassion

Hope

Courage

Respect

Under the Equality Act 2010, the school has a duty to:

- Not treat disabled pupils less favourably
- Make reasonable adjustments
- Plan to increase access to education for disabled pupils

3. Definition of Disability

A person is disabled 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.

This includes:

- Physical disabilities
- Sensory impairments
- Learning difficulties
- Autism Spectrum Condition
- Medical conditions with long-term impact
- Social, emotional and mental health needs

4. Current School Context

- Number of pupils on SEND Register: 18
- Number of pupils with EHCPs: 0
- Types of need represented: autism, learning difficulties, social emotional and mental health, sensory impairment.
- Building structure: John Mayne School is a single storey building with a mixture of Victorian and 1970's extensions. Level and ramped access is possible to all classrooms, the school hall and out onto main playground and school field
- Accessible toilet facilities: Yes
- Current physical adaptations: Ramped access into the school hall. Level walkways throughout the school corridors

The school is committed to continual improvement in response to the changing needs of pupils.

5. Objectives of the Accessibility Plan

This plan addresses three key areas:

1. Improving the physical environment
2. Increasing access to the curriculum
3. Improving the delivery of information

6. Accessibility Action Plan (2026–2029)

Strand 1: Improving the Physical Environment

Objective	Action	Lead	Timescale	Success Criteria
Improve site access	Install handrails where required	SBM	2026	Safe independent access
Improve classroom accessibility	Review layout for wheelchair access	SENCo	Annual	Classrooms accessible
Improve sensory environment	Develop sensory regulation area	SENCo	2026	Reduced dysregulation incidents
Improve emergency planning	Implement Personal Emergency Evacuation Plans (PEEPs)	Headteacher	Ongoing	All relevant pupils have PEEPs
Improve hygiene facilities	Review accessible toilet provision	Governors	2027	Facilities meet pupil need

Strand 2: Increasing Access to the Curriculum

Objective	Action	Lead	Timescale	Success Criteria
Improve adaptive teaching	Whole-staff CPD on inclusive practice	SENCo	Annual	Lesson observations show adaptation
Support use of assistive technology	Audit and purchase assistive software	ICT Lead	2026	Pupils access learning independently
Ensure inclusive trips	Risk assess and adapt all trips	EVC	Ongoing	All pupils participate
Promote inclusive PE	Adapt equipment and planning	PE Lead	2026	Increased participation
Improve assessment access	Review access arrangements	SENCo	Annual	Pupils achieve in line with potential

Strand 3: Improving Delivery of Information

Objective	Action	Lead	Timescale	Success Criteria
Provide alternative formats	Offer large print/audio formats on request	Admin	Immediate	Positive parent feedback

Objective	Action	Lead	Timescale	Success Criteria
Improve website accessibility	Review website compliance	SBM	2026	Website meets accessibility standards
Improve communication	Use clear language in all written materials	All staff	Ongoing	Reduced parent queries
Improve parent engagement	Survey parents annually	Headteacher	Annual	Increased participation

7. Training and Awareness

The school will:

- Deliver annual disability awareness training
- Provide SEND-focused CPD
- Train staff in adaptive teaching strategies
- Promote respectful language and positive representation

Impact will be measured through:

- Staff surveys
- Reduction in incidents
- Improved pupil outcomes

8. Monitoring and Evaluation

The following will be monitored termly:

Participation

- Attendance at clubs and trips
- Pupil leadership roles

Achievement

- Progress of pupils with SEND
- Attainment gaps

Experience

- Behaviour incidents
- Bullying reports
- Pupil wellbeing surveys

The Headteacher will report annually to the Governing Body.

9. Consultation

This plan has been developed in consultation with:

- SENDCo
- Senior Leadership Team
- Governing Body
- Parents
- Pupils (via pupil voice meetings)

Consultation will continue annually.

10. Related Policies

This plan should be read alongside:

- SEND Policy
- Equality Policy
- Behaviour Policy
- Safeguarding Policy
- Teaching and Learning Policy
- School Improvement Plan

11. Review Cycle

This plan will:

- Be reviewed annually
- Be fully revised every three years
- Be published on the school website