ACCESSIBILTY REVIEW – Issue 4 – 2025/6

Reviewer
D Hudd and J Maillardet

Date
23rd Jan 2026

1 SUMMARY

Sodbury Vale Federation comprises of 2 schools, St Johns Mead and Horton Primary school. Both schools are inclusive schools and may have children, parent or carers and or staff who visit the school with accessibility needs. Accordingly, Sodbury Vale Federation have a requirement to ensure that the school is accessible as far as reasonably practical to any current attendee with accessibility needs and to review possible changes which may be required if such a requirement was needed.

This is undertaken by an accessibility plan which reviews the current position of both schools and possible future requirements should a need be recognised.

This document provides a summary of both schools.

January 2026 - Sodbury Vale Federation is currently in consultation with a building surveying and disabled access consultant to review both sites and support with updating the Accessibility Review.

Circulation:	
Mr Dean Hudd – Executive Headteacher Governors Clerk to Governors	D Hudd **23rd January 2026**

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2 AMNENDMENT HISTORY

Issue Number	Reasons	Date Of Issue
1	Initial Issue for federation	3rd September 2022
2	Annual Review	15th September 2023
3	Annual Review	15th September 2024
4	Annual Review and Update	23rd January 2026

3 INTRODUCTION

Sodbury Vale Federation comprises of 2 schools, St John's Mead CEVC and Horton CEVA Primaries. Both schools are inclusive and may have children, parents or carers or staff who visit the school with accessibility needs. Accordingly, Sodbury Vale Federation has a requirement to ensure that the school is accessible as far as reasonably practical to any current attendee with accessibility needs and to review possible changes which may be required if such a requirement was needed.

This is undertaken by an accessibility plan which reviews the current position of both schools and possible future requirements should a need be recognised.

The Governing Body have a requirement to review this plan on a yearly basis.

4 LEGISLATION AND GUIDANCE

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice 2015, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

5 ACCESSIBILITY MANAGEMENT PLAN

5.1 Background – Contextual Information

5.1.1 St John's Mead

St John's Mead has, in the past, had accessibility concerns with physically disabled pupils and staff. Accordingly, the school infrastructure has been modified considerably to ensure access and toilet facilities are available. This has included the addition of specialised lifting equipment, disabled toilets, additional ramps and widened doorways. More recently, changes to school electrical wiring have introduced positive improvements such as better lighting, lit fire escape signs and improvements to the fire alarm systems. These are now considered part of the school infrastructure.

5.1.2 Horton School

Horton School is a Church of England Voluntary Aided School. It was built in 1859 by the Church of England and is situated on a hill with sloping paths and entry. The school has been modernised three times, once with the addition of a new classroom in 1981, next in 1998 to provide a library, an office, a staff room and a staff resources room and then more recently, updated toilets and entrance area. The school is mostly one level with three classrooms of which two are adjacent, the third accessed either via the office on one level or via steps and a corridor. The staff room and resources room are on the upper floor.
At present there are no wheelchair dependent pupils, parents or members of staff.

5.1.3 Changes

Changes to the infrastructure of the school or improvements are considered in conjunction with the need to maintain and improve accessibility within the school. Any changes as a minimum will not be considered if this degrades the current level of accessibility, and wherever possible any changes will also be under to improve accessibility aspects across the school.

5.2 Review

The Accessibility Plan is detailed below. This provides the current and previous condition (i.e. open and closed items) to act as an auditable trail.

5.3 Recommendations

There are no specific recommendations other than those noted on the plan. These are ongoing.

- Issues with the plan are reviewed and minuted within the Full Governors meetings to ensure progress is made as required.

5.4 Date of Next Review

The next review is due in September 2026, or sooner following our audit by the surveyor.

Priority Target	Success Criteria	School	Timesca	Responsibi	Open/Clos	Date Clos	Comments Success Criteria
Participation in School	Effective use of equipment to promote learning as and when required	BOTH	Ongoing	Staff	On Going	N/A	Equipment requirements defined as and when emerging issues occur, including following recommendations in EHCPs and healthcare plans. Oct 20 placed on going as a reminder the this is an ongoing activity.
Physical Environment	Accessible toilet provision required for KS2 Pupils	SJM	Ongoing	Senco/SBM	On Going		Requests to LA have been made to adapt building to provide accessible toilets for KS2 pupils with additional needs.
Physical Environment	Quiet/care room allocated	SJM	Ongoing	Staff	Re-opened Jul 2019		Currently quiet areas exist within school - need for improved capability will be driven by possible future requirements therefore current provision believed adequate - on hold to enable ongoing review. Personal care procedures can be carried out in the disabled toilet.
Delivery Of Information	Ensure curriculum resources include examples of people with disabilities	BOTH	Ongoing	Staff	On Going		When new resources are bought, they are to include people with disabilities Pupils aware of positive role-models and demonstrate awareness of people with disabilities.
Delivery Of Information	Review the school's new curriculum developments in light of any pupils needing curriculum differentiation or resources	BOTH	Ongoing	Staff/Senco	On Going		All pupils able to confidently access the whole school curriculum.
Participation in School	All educational visits to be accessible to all	BOTH	Ongoing	Staff	On Going		Ensure each venue is appropriate and carry out risk assessments All children attend school trips
Physical Environment	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	HOP	Ongoing	Senco/SBM	On Going		To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff, governors and parents' access needs. Consider access needs during the recruitment process. Yes in place for disabled pupils and all staff aware of pupils' needs. All staff and governors feel confident their needs are met.
Delivery Of Information	Review information to parents/carers to ensure it is accessible	BOTH	Ongoing	SBM/Head	On Going		Provide information and letters in clear print. School office to offer support in accessing information and completing forms. All parents receive information in a form they can access.
Delivery Of Information	Written information is accessible to people with dyslexic tendencies (through appropriate font and size)	BOTH	Ongoing	Senco	On Going		Guidance to staff on dyslexia and accessible information and formats. Presentation of information accessible for pupils, parents and staff.
Delivery Of Information	Internal information supports learning and well-being through appropriate signage.	BOTH	Ongoing	Staff/Senco	On Going		Ensure appropriate internal signage and pictorial or symbolic representations Pupils and parents feel supported and included.