



St Andrew's CE Primary School Accessibility Policy and Plan 2025 - 2028

Introduction

At St Andrew's CE Primary, we value all members of our school community and aim to treat everyone fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. This plan is drawn up in accordance with the Equality Act 2010. The act covers nine protected characteristics which cannot be used as a reason to treat people unfairly. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Equality Act 2010.

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal day to day activities."

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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.

Key Objective

To reduce and, where possible, eliminate barriers to access at St Andrew's CE Primary School for staff, parents, visitors, pupils, and prospective pupils, with a disability. This plan will include how St Andrew's CE Primary School will improve the physical environment, make improvements in the provision of information and increase access to the curriculum.

Principles

Compliance with the Equality Act is consistent with St Andrew's Primary School's aims and equal opportunities policy, and the operation of St Andrew's Primary School's SEND policy.

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties governors have regard to the Equality Act 2010 and SEND Code of Practice. They will:

- recognise and value parents' knowledge of their child's disability and its effects on their ability to carry out normal activities, and respect the parent's and child's right to confidentiality
- provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum
- respond to pupils' diverse learning needs and set suitable learning challenges

- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome children with physical disabilities. Parents are invited to contact the school to discuss their child's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources.

Increase access for disabled pupils to the school curriculum

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes and will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. It is a core value of the school that all children are enabled to participate fully in the broader life of the school, and we will strive to support children with disabilities to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Improving access to the physical environment of the school

St Andrew's Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities, as well as pupils' and parents' preferred formats, and will be made available within a reasonable timeframe. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan and Property Management Plan
- Equality and Diversity Policy
- SEND Policy
- Curriculum Policies

This Accessibility plan is also available by e-mail, or in an enlarged print version, on request.

Review

This document will be formally reviewed every 3 years, but may be reviewed and updated more frequently if necessary or in the following circumstances:

- Changes in legislation and/or government guidance
- As a result of any other significant change or event
- If the policy is determined not to be effective

Aim: To ensure the physical environment of the school allows all pupils, staff, visitor and parents to access our facilities.

This includes improvements to the physical environment of the school and physical aids to access education.

Accessibility Outcome	Strategies to meet outcomes	Responsibility	Timescale	Notes
To continue to review all areas of the school, to ensure that there are no physical barriers to access for pupils with a range of disabilities.	<ul style="list-style-type: none"> ● Track progress. ● Regular reviews in line with annual health and safety monitoring. ● Ensure that paving slabs, kerbs, pathways etc. are maintained to avoid hazards. 	Caretaker HSS lead Headteacher	Ongoing	
Maintain regular servicing and upkeep of disabled facilities, e.g. stair lift to KS2, disabled shower rooms and toilets, etc	<ul style="list-style-type: none"> ● Regular maintenance checks made in line with health and safety and compliance requirements. ● Any essential action or repairs have high priority and are actioned quickly. 	Caretaker HSS lead	Ongoing	
All outdoor paths and playground surfaces are level and smooth to avoid hazards and enable full wheelchair access.	<ul style="list-style-type: none"> ● Arrange a site survey in response to advice following tree inspection. ● Plan works and receive quotes for re-surfacing ● Liaise with the Diocese re: capital funding 	Caretaker HSS lead	By July 2026	
Outdoor paths have motion detector lights on the buildings to ensure that all pupils, parents, visitors and staff can evacuate safely to the playground when attending evening events.	<ul style="list-style-type: none"> ● Investigate suitability, cost and installation requirements for outdoor motion detector lights. ● Plan into buildings plan and budget for 2025-26 	Caretaker HSS lead	By October 2025	
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils.	<ul style="list-style-type: none"> ● Strategic deployment of support staff ● Use of ICT, e.g: voice activated text ● Purchase and allocate other resources as needed, e.g.: writing slopes, wobble cushions, reading rulers or coloured overlays, pencil grips, chew/fiddle toys. ● Explore costings around the installation of sound softening materials in the school hall to reduce noise and support children with sensory needs. 	SENCo/class teachers Headteacher/SLT Headteacher	Ongoing	

Aim: To ensure all pupils with a disability can participate in the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure activities or school visits.

Accessibility Outcome	Strategies to meet outcomes	Responsibility	Timescale	Notes
The school curriculum is fully accessible to all pupils including those with a disability.	<ul style="list-style-type: none"> ● Review all policies to ensure they reflect our commitment to providing a broad and balanced curriculum for all pupils. ● Subject leaders monitor the extent to which disabled pupils can participate in the curriculum and whether staff have high expectations for all pupils. ● Continue to evaluate and improve IEP formats and systems so that all staff are clear about pupils' needs and provision. ● Plan and tailor resources so that children with disabilities see themselves reflected throughout the curriculum, e.g. books, video clips, flipcharts, visitors, etc. 	Subject Leaders Headteacher SENCo with class teachers/TAs Class teachers SLT	By July 2025 Ongoing Ongoing Performance management cycle 2024-25	
All parents/carers of children with disabilities are well supported to engage with their child's learning and fully informed about their progress.	<ul style="list-style-type: none"> ● Review our processes for communicating and engaging with parents of pupils with SEND. Update and improve as necessary. Consider; <ul style="list-style-type: none"> -regular access to SENCo/FSA through drop-ins/surgeries -use of website/social media to promote our school offer -develop parent to parent support opportunities -continue to hold workshops to train and upskill families 	SENCo FSA Headteacher Class teachers	Ongoing	
All staff have regular training that empowers them to increase access to the curriculum for all pupils.	<ul style="list-style-type: none"> ● Increase confidence of staff in adaptive teaching methods. ● An annual review of staff training needs relating to SEND becomes part of an embedded cycle of auditing staff training needs, planning training to meet these needs, and review of the impact of the training. ● Staff are trained to meet the individual medical needs of pupils where appropriate, e.g. intimate care, administration of medicines, etc. 	School curriculum leader and SLT Headteacher SENCo	2024-25 Ongoing – annual Ongoing based on need	
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of pupils with disabilities	<ul style="list-style-type: none"> ● Risk assessments will be undertaken where appropriate (with advice from specialist advisors where relevant) ● Meet with parents to discuss plans and any potential barriers to inclusion. ● Providers will comply with all legal requirements ● Monitor the attendance of pupils with a disability at clubs, trips, special events etc. Act upon key findings where relevant. 	SENCo & Headteacher SENCo	Ongoing based on need	

Aim: To ensure all pupils and parents with disabilities have access to information.

This includes planning to make written information, that is normally provided by the school to its pupils, available to disabled pupils.

Accessibility Outcome	Strategies to meet outcomes	Responsibility	Timescale	Notes
Use a range of ICT equipment to support the needs of disabled learners.	<ul style="list-style-type: none">• Review ICT equipment and software in line with pupils' needs, e.g. Communicate: In Print, dictation software, individual Chrome Books, etc• Respond to advice of external support professionals, e.g. use of sound field systems for hearing impaired pupils.	Computing Leader SENCo	Ongoing	
Provide information in a variety of formats to support both pupils and parents where necessary.	<ul style="list-style-type: none">• Take advice and support from staff in the sensory support teams where applicable.• Develop communication programmes, resources and visual aids with support from our school speech and language therapist.• Resources from whole school training made and available for use e.g. Widgeit, dyslexia friendly resources• Ensure all staff are aware of the guidance on accessible formats of information for pupils and families, e.g. large print, coloured backgrounds, pictorial or symbolic representations, etc.• Utilise FSA to support communication with families both verbally and using technology.	SENCo Class teachers Admin staff FSA	Ongoing	