



St. Andrew's
Church of England Primary School



Accessibility Plan

Autumn 2020 (Reviewed Autumn 2023)

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future." JRR Tolkien

1. Statement of Intent

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”. According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Andrew's C.E Primary School the Plan will be monitored by the Head teacher and Senior Leadership team and evaluated by the Resource and Staff Welfare Committee. The current Plan will be attached to this document.

At St Andrew's C.E Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The St Andrew's C.E Primary School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

St Andrew's C.E Primary School is committed to providing an environment that enables full curriculum access that 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 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.

The St Andrew's C.E 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. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are, as equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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.

The St Andrew's C.E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, medical need and information.

Whole school training is important and recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Curriculum Policy
- Emergency Plan
- Inclusion and Equal Opportunities Policy
- Health & Safety Policy
- School Brochure
- School Development and Improvement Plan
- Additional Needs Policy

The Accessibility Plan for physical accessibility relates to the access 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 on-going period.

Equality Impact Assessments will be undertaken as appropriate 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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Resource Committee.

2.Aims and Objectives

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To Improve and maintain access to the physical environment
- To improve the delivery of written information to pupils
- To fully meet the medical needs of children in our care

Our objectives are detailed in the Action Plan below.

3. Current good practice

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally, prepared for life as are the able-bodied pupils.

- We endeavour to ask about any SEND, additional or medical needs in early communications with new parents/carers.
- For parents/carers of children already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns, we also have parents' evenings twice a year.
- The school has a strong advocate in its SEND Leader and a willingness from all staff to readily considers the needs of each child.
- Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so.
- Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- St Andrew's C.E Primary School is a single level building with disability friendly doors in all main areas.
- classroom doors and main corridor doors are fitted with 'Dorgard' retainers.
- All external doors are ramped or on the level with no step.
- The main office hatch is at a suitable level.
- There are 2 designated disabled toilets.
- On site car parking for visitors includes a disabled parking bay
- The school has internal emergency signage and escape routes are clearly marked

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- All information shared takes account of the needs of the pupils. When appropriate, advice is sought from specialist agencies e.g. hearing impairment agency with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid.
- The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered.
- Preferences of parents will be taken account of.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority in respect of provision and access requirement for particular children when required.

6. Process for identifying barriers

- Monitoring of class teaching, learning support and pupil progress
- Individual pupil provision reviews (SENCO)
- Feedback and input from parents and external agencies
- Governor visit

St Andrew's C.E Primary School
Action Plan 2023-26

St Andrew's C.E Primary School Action Plan 2023-27

	Targets	Strategies	Outcome	Timeframe
Curriculum Access	To ensure that SEND children are fully supported to access curriculum and to transfer to Secondary School	Apply for statutory assessment (EHC) as necessary Review TA/ support staff structure and provision	Pupils have the required level of support as required Structured transition processes are in place	Ongoing
Curriculum Access	Continue to review TA support staff structure and provision	SMT to consider options of best use.	Pupil needs are appropriately met to fully access a broad and balanced and enriching curriculum. Teaching staff feel supported.	Ongoing
Physical Environment	Ensure that all walkways and playgrounds are safe, dry and free from trip hazards	Provide drainage around KS1 entrances at rear of school from playground to make disabled access easier	To ensure that disabled children and adults can access the classrooms to the rear of the school without having to negotiate uneven and puddled surfaces	Ongoing
Physical Environment	Ensure that all external walkways are safe from trip hazards	Relay block paving under EYFS canopy to make disabled access easier	To ensure that disabled children and adults can access the classrooms to the rear of the school without having to negotiate uneven and puddled surfaces	Ongoing
Medical Need	To continue to ensure that the medical needs of new pupils are met fully within the capability of the school.	Conduct parent discussions, liaise with external agencies, identifying training needs and establish individual plans where needed.	For medical needs to be fully met	Ongoing

Information	To continue to review children's records ensuring school's awareness of any disabilities	Information Collected about new children. Records passed up to each class teacher. End of year class teacher Annual reviews meetings Medical forms updated as needed for all children Personal health plans	All staff are fully aware of all children they may have contact with	Ongoing
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