



Accessibility Policy and Plan

St. Andrew's C of E Primary School

Draft

Date approved:

Date for renewal:

Section 1: Vision Statement

Purpose of the Plan

The purpose of this plan is to show how St. Andrew's C of E Primary School intends, over time, to increase the accessibility of our school for SEND and EAL pupils. St. Andrew's C of 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

It can be challenging for some to think of a child as being disabled and so the aims of the Act and its Code of Practice are to encourage inclusion, which is something that is intrinsic to our vision as a school. To ensure inclusion, we need to think of the barriers each area of disability may cause the individual and take steps to remove these, or at least reduce their impact.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Local Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with other school policies, strategies and documents

- Curriculum policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Property Condition Plan
- School website and Mission Statement

The School's complaints procedure covers the Accessibility plan.

Training

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

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the school office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how priorities identified in the plan will be addressed. The plan is valid for three years 2023-2026.

Aim	Current good practice <i>Includes established practice and practice under development</i>	Objectives <i>Short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	St. Andrew's C of E Primary School offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	<p>Training for relevant staff to meet specific needs, including medical and intimate care.</p> <p>Increased use of ICT equipment for SEND pupils to access their learning.</p>	<p>Audit of CPD</p> <p>Access to specialist ICT equipment</p>	<p>Class teacher/SEND team</p> <p>Headteacher/IT Support/class teachers</p>		<p>Staff confident in meeting the needs of pupils with specific SEND.</p> <p>Evidence of ICT equipment being used in lessons more effectively and increased engagement of pupils using this with their learning.</p>
Improve and maintain access to the physical environment.	<p>Specific children have specific equipment and setting arrangements which have been implemented throughout the year.</p> <p>Ensure a smooth transition in Sept to new classes and implement new ideas for pupils requiring extra transition support.</p>	<p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural /physical needs.</p> <p>Ensure adequate space for intimate care as younger pupils requiring this move through the school.</p> <p>Continued use of social stories to prepare specific children for transition.</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in classrooms.</p> <p>Designate and equip intimate care rooms before the start of each new academic year.</p> <p>Ensure staffing in each year group is planned by summer 1 to enable transition plans to be put in place.</p>	<p>Class teachers/ SEND Team/Head teacher</p> <p>SENDCO/Headteacher/ Caretaker</p> <p>Headteacher/Deputy Headteacher/SEND team/class teachers</p>		<p>Class environment allows for all children to feel secure and comfortable in the learning space.</p> <p>Privacy for pupils with intimate care.</p> <p>Class environment allows for all children to feel secure and comfortable in the learning space.</p>

<p>Improve the delivery of written information to pupils.</p>	<p>The use of Widgets is embedded within the curriculum and as signage for some parts of the school environment.</p> <p>Increase the use of Widgets as signage throughout school.</p>	<p>To increase signage around school including Widgets, and visual aids to support visually impaired and EAL pupils.</p>	<p>Use standardised Widget symbols to create door signs to inform pupils, new staff and visitors to the school of the use of each room.</p> <p>Display accessibility notice to offer help to anyone with an accessibility need.</p> <p>Have school information available in large print.</p>	<p>SEND team</p> <p>Head teacher/ Caretaker</p> <p>Office Manager</p>		<p>Signs will be posted around school to identify the use of individual rooms and information on how to access help if required.</p>
<p>Staff are welcoming and happy to invite parents and visitors into school.</p>	<p>Pupils and their families are greeted at the school gate in the morning by the Headteacher or Deputy Headteacher.</p> <p>Classroom staff are available to talk to parents and carers at the start and end of every school day, and brief progress reports are given at the end of the school day as required.</p>	<p>Ensure that the Assistant Head, or other member of the SLT is available to greet in the mornings should the HT or DHT be unavailable.</p>				

Section 3: Access audit

Feature <i>For example</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>All classrooms, except for one room being used as an extra Y6 classroom, are on the ground floor and directly accessible through the classroom door.</p> <p>There is no wheelchair access to the one classroom on the first storey.</p>	Ensure that the classroom of any pupil using a wheelchair is located on the ground floor.	Head/class teachers	As and when required
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Ensure corridors are tidy and free from obstructions eg coats and bags. Reminder to pupils and staff.	All staff	
Parking bays	Disabled parking bay provided close to the pupil entrance gate to school and main entrance to school.	Ensure this is kept clear for correct use.	All staff	
Entrances	All entrances to school are accessible with no steps.	Ensure all entrances are clear of obstructions at all times.	All staff	
Ramps	No ramps are required for accessibility purposes as all entrances used by pupils are accessible.			
Toilets	Disabled toilet available for staff, visitors and pupils.			
Reception area	Accessible for all.			
Internal signage	The use of Widgets is embedded within the curriculum and as signage for some parts of the school environment.	<p>Increase use standardised Widget symbols to create signs to inform pupils, new staff and visitors to the school of the use of each room.</p> <p>Display accessibility notice to offer help to anyone with an accessibility need.</p>	SEND team/Caretaker	March 2023

		Have school information available in large print.		
Emergency escape routes	Labels well and clearly displayed throughout the school.	Continue to ensure signs are maintained. Ensure escape routes are clearly defined for wheelchair users and visually impaired.	SLT/Caretaker	