

Accessibility Plan

St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special. Everyone is our neighbour'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

Approved by:	TLIS	Date: 09/05/24
Last reviewed on:	May 2024	
Next review due by:	May 2027	

St Andrew's CE Primary School

Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We believe that 'Everyone is different. Everyone is special'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Principles

- Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- The school recognises its duty under Equality Act 2010
 - not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services;
 - not to treat pupils with disabilities less favourably;
 - to take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage;
 - to publish an Accessibility Plan.
- The school recognises and values parents' knowledge of the disability of their child and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Physical Access

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

b) Curriculum Access

The school will ensure that all members of the school community are aware of the Equalities Act and the National Curriculum inclusion statement.

The school will ensure that staff are aware of the available specialist support services for children with SEN and disabilities and that teachers follow advice of the SENCo and support services when planning the curriculum and activities for those pupils.

c) Access to Information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

The Headteacher with Senior Leadership Team, together with the Finance Premises and Personnel subcommittee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

Physical Access

Statement	Evidence	Action needed
The size and layout of areas allows access for all pupils including: Academic Areas e.g. classrooms, assembly hall and library Sporting Areas e.g. outdoor sporting facilities Social facilities e.g. canteen Play areas e.g. playground	The building programme in 2003 took into consideration access to buildings and size of rooms. All areas of the school are accessible: • Previous building programmes have taken into consideration access into buildings and the size of rooms. • Pupils who use wheelchairs can move around the school without experiencing barriers to access. • Pathways of travel around the school site and parking arrangements are safe, logical and accessible. In the period 2009-2012 the school was made fully accessible to people with physical disabilities: • A ramp was fitted from the playground to the hall. • Doors were changed to accommodate wheelchairs, and taps in each of the toilet areas were changed to levers make them accessible to people who cannot use screw taps.	No action needed.
Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.	100% of the school meets the requirement for wheelchair access. There are disabled toilets in both the main school and the canteen. There are no showers in the school.	Shower in the disabled toilet to be costed and considered by the Governors. FPP Committee

Pathways of travel around the school site and parking arrangements are safe logical and accessible.	Parking is limited and there is a disabled bay.	No action needed
Emergency and evacuation systems inform all pupils, including pupils with SEN and disability. Alarms have visual and auditory components.	The school has a relatively new system but it is only audible. Special support arrangements are made for hearing impaired staff, pupils or visitors. Updating the system to add a visual element has been considered and for now is not possible.	Keep this action under review
Non-visual guides are used to assist visually impaired people when using the building.	None in place.	Ensure non-visual guides are provided as and when needed to meet particular needs, on advice of the visual impairment service.
Decoration and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.	There is no evidence that signage or decoration is confusing or disorientating to particular pupils	Ensure reasonable adjustments are made to meet individual's needs when they arise.
All areas of the school are well lit.	All lighting has been brought up to standard. There is emergency lighting throughout the school. LED lighting has recently been added and building is brighter and better lit as a result. Additional lighting for the back alley is through solar lighting. Some of the front carpark (by bike stands) is quite poor.	Continue to monitor lighting provision for back alley. With the fitting of the new air source heat pump, there are plans for additional lighting for the front car park.
Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noise and equipment.	The best possible condition has been achieved. All classrooms are carpeted except for the learning base (used for art). The school has a mobile sound field system for use with hearing impaired pupils.	Monitor background noise to establish if any further acoustic work is necessary.
Furniture and equipment are selected, adjusted and located appropriately. E.g. Height adjustable tables available and low-level sinks.	Past revisions to classrooms have taken this into consideration; however, there has been no need for height adjustable furniture to date. One sink was changed in the year 2 classroom and accessible taps have been fitted.	Purchase height adjustable furniture as recommended by an occupational therapist for identified needs.

Curriculum Access

Statement	Evidence	Action
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.	Staff are made aware of their responsibilities, in relation to the Equalities Act 2010, the National Curriculum inclusion statement, SEND policy and this accessibility plan. Training and support for teachers and teaching assistants is arranged by the SENDCo as needed. Staff are kept up to date with training to meet the current range of medical and learning needs including epilepsy, haemophilia, ASD, ADHD and nut allergy.	Ongoing monitoring and observation of teachers' skills in ensuring access, inclusion and achievement of SEND pupils. Annual skills audit and training for TAs.
Classrooms are optimally organised for pupils with disabilities.	Yes. Teachers take care to sit hard of hearing pupils in appropriate places, visual timetables are in place for autistic pupils, advice of Special Educational Needs Support Services specialists is routinely implemented in classrooms.	Ongoing monitoring and lesson observation.
Lessons provide opportunities for all pupils to achieve.	Yes. As evidenced by lesson observations and achievement and progress data.	Ongoing monitoring and lesson observation. Scrutiny of achievement and progress data for pupils with SEND.
Lessons involve work done by individuals, pairs, groups and the whole class.	Yes. As evidenced by lesson observations.	Ongoing monitoring and lesson observation.
All pupils are encouraged to take part in music, drama and physical activities.	Yes. As evidenced by lesson observations and analysis of children with SEND taking part in school clubs and activities.	Continue to monitor annually.
All staff recognise, and allow for, the mental effort expended by some pupils with disabilities e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.	Yes. As evidenced by lesson observations. The school occasionally applies for additional time for pupils sitting SATS.	Continue to monitor.

All staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work.	Yes. As evidenced by lesson observations.	Continue to monitor.
Pupils with disabilities who cannot engage in some particular activities are given alternative experiences e.g. pupils who cannot participate in all forms of PE. Teachers provide a variety of opportunities for pupils with SEND to provide outcomes in formats that are not always written.	PE is adapted to meet individual's needs. Recommended physiotherapy schemes for individuals is incorporated into lesson plans.	Continue to monitor.
Access to computer technology is appropriate for students with disabilities.	Observation of children with SEND using computer technology in the class.	Continue to monitor.
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment.	Risk assessments are put into place.	Ongoing careful planning will be put into place to ensure pupils with SEND can take part in all activities or access alternative suitable activities.
All staff have high expectations for all pupils.	Yes. As evidenced by lesson observations.	Continue to monitor through lesson observation.
All staff seek to remove barriers to learning and participation.	Yes. As evidenced by lesson observations. Part of ethos of the school.	Continue to monitor through lesson observation.
Examination concessions such as the provision of extra time, rest time, or support from a communication support worker is recognised and in preparation for public examinations.	Yes. Extra time is applied for some pupils, pupils are given quieter locations or smaller groupings in which to take exams.	Ongoing monitoring.
Transitions and transfers of SEND pupils into the school in reception and out of the school at the termination of year 6 are carefully managed to ensure that the correct provision is made in the new setting without delay.	SENDCo & Year 6 Teacher liaise with transfer schools. Transition for vulnerable pupils is planned for by Teacher meetings & additional pupil visits.	Ongoing monitoring.

Access to Information

The approach of the school is one of an open-door policy, where we view communication as key in order that parents and pupils can have individual needs met.

All parents with a disability receive information in formats that they can access e.g. tape, large print, Braille.	For current parents with disabilities, access is carefully planned to meet needs. There are no parents requesting alternative formats at present.	Produce information in alternative formats when requested and in consultation with the individual and specialist support services.
Staff produce routine information to children in more accessible ways.		Observe the way that information is presented in the classroom.
Staff more aware of pupil's preferred methods of communication.		Observe and monitor.
All staff and children know some basic BSL Signs.	Simple sign language is regularly used to support early language development and inclusion.	To be implemented as and when a signing parent or child joins the school.
Increased confidence of parents of children with disabilities and those with SEND to support their children's education.	The Home School Link Worker provides alternative support. Home visits are implemented for parents who are unable to attend school.	Discussions/ interviews with parents of SEND pupils to be carried out.
Children able to articulate their access needs and understand their own learning styles.		Observe the way that children are enabled to articulate their needs in the classroom.
Everyone can understand signage and find way around school.		No action required
All children clear about timetable and secure about what is happening.	Visual timetables are used with pupils who require this.	Used as needed with children.