



St Aidan's

Church of England Primary Academy

A member of **CDARI**

Accessibility Plan – 2025 - 2027

'Fulfilling potential and growing in God.'



Acceptance, Love, Wisdom, Accountability, Youthfulness, Service

'I came that they may have life and live it to the full' John 10.10

DOCUMENT PURPOSE

This policy reflects the values of St. Aidan's Primary School in relation to the access of all children including children with special educational needs and disabilities in this school. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

Introduction

Paragraph 3 of schedule 10 to the Equality Act 2010 states that the Governing Committee must prepare an Accessibility Plan which will:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits facilities or services provided or offered by the school, and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Since September 2002, the Governing Committee has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Current Accessibility Arrangements:

This Accessibility plan has been developed in consultation with staff and governors of the school and covers the period from January 2025 – January 2027.

Admissions:

The Governors are committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs and Disabilities (SEND) to the school will be conditional upon:

- The parents' /carers' full disclosure to the school of the child's disability. Appropriate planning by the school, including requests for additional funding, are dependent upon the school having access to all the relevant information
- Following the procedures which are set out in any school policies relating to SEND e.g. assessing children's educational needs
- The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
- Agreement about the stages for which entry is being offered. In particular, transition from primary to secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- Acceptance by the parents/carers that some educational opportunities, which take place off- site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in primary school.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents.

**These areas are detailed as follows:
building**

Features

Main entrance	Entrance to the building is a gentle slope allowing for easy wheelchair access. KS1 can be accessed via the main entrance for wheelchair users. The nearest disabled toilet can be found in KS1.
Foundation Stage	Entrance to this department is a gentle slope from the playground to the classroom, or from the KS1 corridor. Both access points allow for easy wheelchair access. The nearest disabled toilet can be found in KS1. Corridors are wide enough for wheelchairs to be used.
Key Stage 1	Entrance to this department is either via the school hall or the playground. Both access points are flat allowing for easy wheelchair access. Classroom entrances have flat floor entrances and wide doors with low handles. A disabled toilet is installed, with adapted shower facilities.
Key Stage 2	Entrance to the building is a gentle slope allowing for wheelchair access. The Year 5 fire door is accessible via a mobile ramp. Classroom entrances have flat floor entrances and wide doors with low handles. A disabled toilet is installed.
Hall	Access to the hall is via either the KS1 or main reception entrance. There is currently no way to internally access the hall from KS2. A lift would need to be installed from the hall to the dining hall in the event of a wheelchair user joining our school community. Access to the kitchen servery is clear and suitable for wheelchair bound pupils.
Playground	Available for all pupils. Access is available without the need to use steps.

Evacuation Procedures

The schools Fire and Evacuation procedures lay down basic procedures for the safe efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Outcome Plan (IOP) for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. As a mainstream primary school we cannot replicate the range of support and resources that a local authority can provide.

However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on assessing children who may have Special Educational Needs and Disabilities.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Outcome Plan (IOP) or Education Health and Care Plan (EHCP) for the pupil will address the issue, which will therefore be kept under constant review. Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - ICT
- Adaptation of teaching materials

The School's IT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable, the school will consider individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's INCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners.

Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at St Luke and St Philip's Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's IOP or EHCP plan.

The suitability of any event and the need for additional support is risk assessed and discussed fully with parents in advance.

Information for Pupils and Parents/Carers

Parents and carers are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required, as are translated copies if English is not the first language.

If either pupils or parents/carers have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc. the school will be happy to consider alternative forms of provision in consultation with Advisory Services.

Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- Census returns
- End of Key Stage results
- Pupil questionnaires
- Parent Consultations/ questionnaires
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices, which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove , barriers which could deny them the educational opportunities available to other children.

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

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines/First Aid/ Asthma and Diabetes)
- Special Educational Needs and Disability Policy
- Academy Development Plan
- Behaviour, Relational and Routines Policy
- Admissions Policy

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Increasing Physical Access to and within the school.				
Target	Strategies	Outcome	Timescale	Achievement
Improve wheelchair access to some parts of the building – install lift from hall to dining hall.	To liaise with Cidari and the school business manager to source a budget for adaptations.	Wheelchair access will be improved.	When necessary and when budget allows	The building will be fully accessible to wheelchair users.
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	On going	Increased access to the National Curriculum and personalised learning for SEND children.

Action Plan 2: Improving Curriculum Access

Target	Strategies	Outcome	Timescale	Achievement
Provide training for teachers / TA's on differentiating the curriculum.	Undertake an audit of staff training requirements. Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future goals.	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Teachers to be aware of issues surrounding children with disability and ensuring they have equality of access to life-preparation learning. To provide support from external agencies and professionals.	On going	Increased in access to the National Curriculum and personalised learning for SEND children.
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out-of -school provision to ensure compliance with legislation.	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going	All children to have increased access to extra-curricular activities in every class and continuing each academic year.

<p>Training for awareness raising of disability issues where appropriate and needed.</p>	<p>Provide relevant and current training for governors, staff, pupils and parents.</p> <p>Discuss issues and support needed for staff through discussions.</p>	<p>All parties involved with the school: governors, staff, pupils and parents aware of issues relating to access.</p>	<p>On going</p>	<p>The community and children in connection with the school will benefit from inclusivity within the school.</p>
<p>Availability of written materials and resources in alternative forms.</p>	<p>The school will make itself aware of resources and materials available in alternative formats.</p> <p>Liaise SEND service/ Feeder secondary for converting written information (including signage) into alternative formats.</p>	<p>The school will be able to provide written information as and when needed for individual pupils.</p>	<p>On going</p>	<p>Teaching and learning improved for SEND pupils.</p>
<p>Signs clear and helpful to all users including using Widgit symbols where appropriate (dual coding texts)</p>	<p>Whole school subscription to Widgit available for all staff. Appropriate delivered to ensure effective use across school.</p>	<p>Signs in and around school give clear guidance to all children, staff and visitors.</p>	<p>On going</p>	<p>The school will be an inclusive environment, including EAL.</p>

Build positive relationships with people working within school and external professionals to develop strong communication skills.	Arrange training courses.	Awareness of the target group and support that can be provided.	On going	School is more effective and clear in meeting the needs of pupils.

Action Plan 3: Improving Written Information and signage				
Target	Strategies	Outcome	Timescale	Achievement
Make available school newsletters and other information for parents in alternative formats including Facebook, Twitter, School Website etc.	Review all current school publications and promote the availability in different formats for those that require it (e.g. larger text etc)	All school information available for all.	To be arranged immediately depending on the needs of the children and parents.	
Signs clear and helpful to all users including using Widgit symbols where appropriate (dual coding texts)to all	Improve signage for all both internally and externally.	Signs in and around school give clear guidance to all children, staff and visitors	Ongoing	
Emergency exit procedures, including fire emergency procedures dual coded using Widgit.	Review existing provision.	Procedures in place and conforming to current H&S policies and procedures	Ongoing	

Management of the Plan:

The Governing Committee will be responsible for the strategic direction of the School's Accessibility Plan.

The Governing Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.

The Head teacher and SENCO will be responsible for the plan's day-to-day implementation.

Progress of the plan's priorities will be reported to the Full Governing Committee at least once per year on the school website.

Parents/ Carers can see the Accessibility Policy/ Plan on the school website.

Review Date: January 2025

Reviewed by: Mrs S Liddiard

Next review Date: January 2027