



ST. ANDREW'S CE PRIMARY SCHOOL

Access Plan

Our vision

At St Andrews's CE Primary School, we aim to bring children to a place where they can realise their full potential.

Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres' (1Corinthians 13:7)

Protect, Trust, Hope and Persevere

Our Vision

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This plan reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Courage and Justice in mind.

St Andrew's CE Primary School is a friendly, fun-loving school where we believe learning rooted in enquiry, first-hand experiences, and led by children's interests is key. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges.
- Responding to pupils diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Promoting the individuality of all our children, regardless of difference.

Purpose of Plan

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how St Andrew's CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access plan.

This accessibility plan operates alongside the school's SEND policy and reflects the principles of the SEND Code of Practice (2015), including the use of the graduated approach (Assess–Plan–Do–Review), the importance of high-quality inclusive teaching, and the involvement of pupils and parents in decision-making.

Definition of Disability

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have a Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make "reasonable adjustments" to their policies, procedures and practice to accommodate pupils with disability in school life.

The three key areas for the Access Plan are:

- Increasing access for disabled pupils to the school curriculum (this 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 access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

St Andrew's CE Primary School has been in its current location since 1964. The Manser building consists of an entrance way leading to reception. The building has 6 Key Stage two classrooms. Benton building has a ramp to the main entrance with 6 classrooms. The Foundation Stage and Key Stage One children are in Benton Building. Year 6 children are in the two classrooms in the Heritage Block. All classrooms are fully accessible to wheelchair users.

All access to the school is via ramps or flat surfaces (with a ramp to the front of the building).

Action plan 2023 – 2026

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At St Andrew's CE Primary School we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. 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. Teachers at St Andrew's CE Primary School plan and deliver outstanding lessons. Planning is differentiated to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have the regular and relevant training to enable them to teach and support pupils with a variety of disabilities.

The impact of this work will be monitored through:

- Lesson observations and learning walks
- Staff training evaluations
- Pupil progress data and participation in wider curriculum opportunities
- Pupil and parent feedback

This ensures that improvements in accessibility can be clearly evaluated over time.

It is a core value of the school that all children are enabled to participate fully in learning and demonstrate our values of respect, courage, and justice in school and the wider community. All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target / Aim	Actions	Time scale	Responsi bility	Success Criteria / Outcomes
	Audit school population (pupils/parents /staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision.	Annually (summer term)	SENCo	SEND and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary.
	Where needed a child will have an Personal Evacuation Plan. Ensure all staff are aware of disabled children's curriculum access.	As required reviewed at least annually	Class Teachers / SENCO	All staff can identify the needs of pupils with disabilities and describe adjustments in place during monitoring activities. All staff aware of exit plans.
	Increase confidence of all staff in differentiating the curriculum through	Training program me to be	SENCO	Teachers are confident in strategies for differentiation. There is increased pupil participation and progress. Drop ins and learning walks demonstrate improved skills in using a range of strategies to support children's needs.

	relevant CPD and specialist input Ensure classroom support staff have specific training on the relevant disability issues to their pupils. Continued use of accessible learning software on ipads/laptops for Maths and literacy interventions.	devised annually. Reviewed termly	SENCO	Wider use of SEN resources in classrooms Staff training feedback demonstrates increased confidence and differentiation is evident in planning and classroom practice. Identified pupils use assistive technology to support access to learning and show increased engagement and independence.
Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.	Ensure all pupils are continued to be supported in attending clubs, trips and visits. Involvement in school community and wider school life (School Council etc.) Designated TAs are used to support an individual's SEN needs (after school clubs, playtimes)	Annually reviewed	All staff All staff	Disabled pupils continue to attend a variety of after school clubs and play an important role in the school community. Children with disabilities continue to access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.

Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals.

In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

The school will regularly review the physical environment to ensure it continues to meet the needs of pupils, staff and visitors with a range of disabilities, including physical, sensory and communication needs. This includes consideration of access routes, signage, lighting, acoustics and classroom organisation.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met. This review is carried out annually and when new pupils or staff join the school.	To create access plans for individual disabled pupils as part of the SEN Profile process when required	Beginning of the academic year.	Headteacher SENCo	All staff, parents, pupils and governors feel confident their needs are met at school.
	Be aware of staff, governors and parents access needs and meet as appropriate.	Reviewed Annually		Parents have full access to all school activities.
	The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication	Reviewed annually		Visually impaired people feel safe and confident to access and negotiate the school grounds.
To ensure that the physical and visual environment is engaging, informative and suitable for all	Adjustments may include the use of visual supports, clear signage, and consideration of sensory needs within classroom environments.	Beginning of each academic year and in transition across year groups.	Headteacher/ SENCo/ class teachers / Caretaker	All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently
Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.	Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.			

Action 3: Improving access to information for disabled pupils/parents

As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The schools IT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs.

The school recognises the importance of accessible communication for all members of the school community and will provide information in alternative formats where required. This may include large print, simplified language, visual supports or translated materials where appropriate.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target / Aim	Actions	Time-scale	Responsibility	Success Criteria / Outcomes
Review information to parents/carers to ensure it is accessible. Where required, information will be adapted to meet individual needs, including the use of assistive technology or alternative formats.	Provide information and letters in clear print and clear, simplified English.	Ongoing	School Office/ all staff	All parents receive information in a form that they can access.
	Meetings with parents include a mixture of communication methods.	Ongoing	School Office / all staff	All parents receive the necessary support in completing forms and accessing information.
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Ongoing	Headteacher/ IT Lead	All parents can access the school information they need.
	The school will aim to ensure that digital content is accessible in line with current public sector accessibility guidance.	Ongoing	Headteacher/ IT Lead	
Ensure all staff are aware of	Increase the variety of ways parents can access communication from school e.g. website			
	Guidance to staff on dyslexia and	Ongoing	SENCo	Staff feel confident to produce their own

guidance on accessible formats	accessible information through staff training.			information/ documents that follow these guidelines
Annual review information to be as accessible as possible	Develop child friendly Profile review formats	Autumn term	SENCo	Staff are more aware of pupils preferred method of communications and use these in class

Master signed and filed by Rachel Reynolds – Chair of Governor's

Date: June 2026

Review date: June 2029