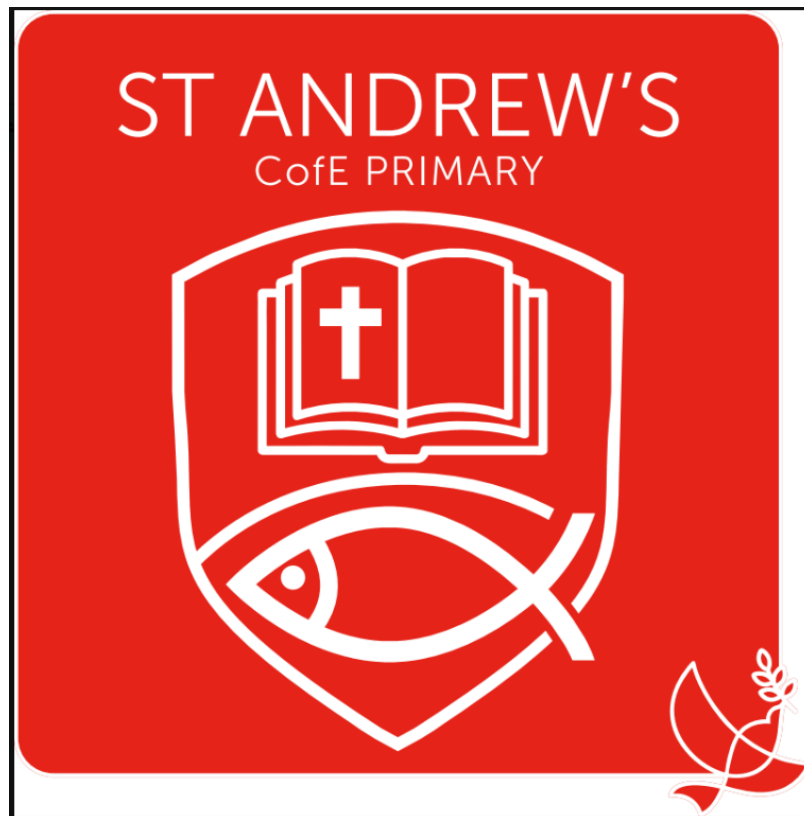




Accessibility Policy and Plan

St. Andrew's C of E Primary School

Date approved:
Date for renewal:

Section 1: Vision Statement

Purpose of the Plan

The purpose of this plan is to set out how St. Andrew's C of E Primary School will identify, reduce and remove barriers to participation and increase accessibility for disabled pupils and other members of the school community. We are committed to an inclusive environment in which pupils can access the curriculum, information, the physical environment and the wider life of the school. We anticipate need, make reasonable adjustments and promote dignity, independence, belonging and high expectations.

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 school's priorities for increasing access for disabled pupils in the three areas required by Schedule 10 of the Equality Act 2010:

- 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:

The plan is valid for three years: September 2026 to September 2029. Progress will be monitored annually and the plan reviewed earlier where a significant change in need, provision or the physical environment requires it.

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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 curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for relevant staff to meet specific needs, including medical and intimate care. Increased use of IT equipment for SEND pupils to access their learning.	Audit of CPD Access to specialist IT equipment	Class teacher/SENCo Headteacher/IT Support/class teachers	Ongoing and adapted as children's needs identified and develop	Staff are confident in meeting the needs of pupils with specific SEND. Evidence of IT equipment being used in lessons more effectively and increased engagement of pupils using this with their learning.
Improve and maintain access to the physical environment.	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition in Sept to new classes and implement new ideas for pupils requiring extra transition support.	Review classroom and shared-space layouts through an accessibility lens, considering mobility, sensory regulation, attention, communication and safe movement. Ensure adequate space for intimate care as younger pupils requiring this move through the school. Continued use of social stories to prepare specific children for transition.	Review and implement accessible layouts for furniture, resources and equipment, maintaining clear circulation routes and reducing avoidable sensory or physical barriers. Designate and equip intimate care rooms before the start of each new academic year. Ensure staffing in each year group is planned by summer 1	Class teachers/SENCo/Head teacher SENCO/Headteacher/site manager Headteacher/Deputy Headteacher/SENCo/class teachers	Ongoing	Class environment allows for all children to feel secure and comfortable in the learning space. Privacy for pupils with intimate care. Class environment allows for all children to feel secure and comfortable in the learning space.

Improve the delivery of written information to pupils.	The use of Widgit symbols and visual supports is embedded within the curriculum and used for signage in parts of the school environment. Increase the consistent use of Widgit symbols, visual supports and accessible signage throughout the school.	To improve accessible communication across school through consistent Widgit symbols, visual supports, clear language, appropriate contrast and alternative formats for pupils and families who require them. 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.	to enable transition plans to be put in place. Use standardised Widgit symbols and clear, high-contrast wording for room and directional signage to support pupils, new staff and visitors. Display accessibility notice to offer help to anyone with an accessibility need. Provide school information in alternative formats on request, including large print and accessible digital formats, and support families to access translation or other communication support where appropriate.	SEND team Head teacher/ Site manager Office Manager	Ongoing – review to be completed by Dec 26 and annually thereafter	Signs will be posted around school to identify the use of individual rooms and information on how to access help if required.
Staff are welcoming and happy to invite parents and visitors into school.	Pupils and their families are greeted at the school gate in the morning by the Headteacher or Deputy Headteacher. Classroom staff are available to talk to parents and carers by making an appointment. Urgent messages can be sent via the office and brief progress reports can be given at the end of the school day as required.					

Section 3: Access audit

Feature <i>For example</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All classrooms, except for one room being used as an intervention room, are on the ground floor and directly accessible through the classroom door. There is no wheelchair access to the one classroom on the first storey.	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 e.g. 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 in the main building as all entrances used by pupils are accessible. Ramps are provided to enable access to The Cam classroom.	Ensure clear and safe to use	Site Manager	
Toilets	Disabled toilet available for staff, visitors and pupils.	N/A		
Reception area	Accessible for all.	N/A		
Internal signage	The use of Widgit symbols and visual supports is embedded within the curriculum and used	Increase use of standardised Widgit symbols and clear, high-contrast signs to identify	SENCo/ site manager	By December 2026, then reviewed annually

for signage in parts of the school environment.

rooms and support independent navigation for pupils, staff and visitors.

Display accessibility notice to offer help to anyone with an accessibility need.

Provide school information in alternative formats on request, including large print and accessible digital formats, and support families to access translation or other communication support where appropriate.

Emergency escape routes

Emergency exit signs and evacuation information are clearly displayed throughout the school.

Continue to ensure signs are maintained.

SLT/ Site Manager

Ensure escape routes are clearly defined for wheelchair users and visually impaired.