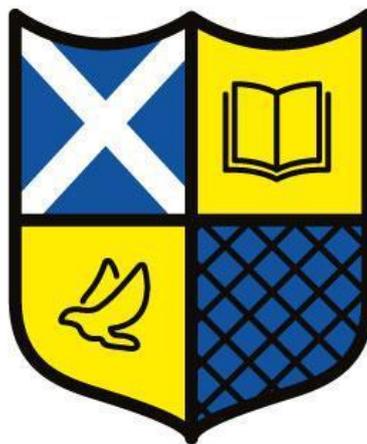


St. Andrew's CE Primary School

Accessibility Plan



Approved by:	FGB
Last reviewed on:	May 2025
Next review due by:	Spring 2027

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1. 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.

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.

We have included a range of stakeholders in the development of this accessibility plan; pupils, parents, staff and governors of the school.

2. 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Children have feedback time for curriculum review</p> <p>Parents/carers attend Individual Education Plans (IEP) meetings and progress meetings</p> <p>Continue to monitor via SIMs system</p> <p>Termly Provision mapping for all teachers to review SEND children</p> <p>Curriculum is reviewed on-going</p>	<ul style="list-style-type: none"> • Close work with outside agencies to ensure use of correct resources. • Termly – meet with parents/carers to review progress and potential further actions on the IEP. • SLT and subject leaders focus on differentiation specifically for vulnerable groups including children with disabilities 	<p>SENCO Class teacher SLT</p> <p>SLT, subject leaders</p>	<p>Ongoing</p> <p>End of each assessment cycle e.g. December, March and July</p>	<p>Impact on pupil progress – improved outcomes for pupils with disabilities</p> <p>Assessment data identifies attainment and progress for individual children</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps (put out if required) • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To ensure that the environment is adapted and fit for purpose around the school environment, both inside and outside with school grounds.	<ul style="list-style-type: none"> • Checks undertaken by caretaker - annual checks for lift, annual check that parking bays can be seen easily as per the caretaker Health and Safety checklist • HT and Health and Safety Adviser liaise with external bodies to ensure compliance. • Pupil voice with children who have a disability to get their viewpoint and ideas 	Leanne Phair (SBM)/Dean Gough (caretaker)	Ongoing	Governor health and safety inspections report indicates these adaptations are in place.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	Ensure that a pupil's disability does not prevent them from accessing the curriculum.	<ul style="list-style-type: none"> • Half termly checks from sensory needs for hearing aids etc. • Also checks for visual impairment 	SEND department and liaising with BHISS for support	Termly	Impact from ability to access curriculum. Pupils with disability must make at least expected progress.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Teaching and Learning Committee.

It will be approved by the full governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments for those requiring them on site e.g., children and staff
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy