

ST ANDREW'S C of E PRIMARY SCHOOL

ACCESSIBILITY POLICY

RATIONALE – St Andrew's School is a place where everyone is valued and cared about. We are committed to creating an environment where exemplary behaviour is at the heart of learning and our approaches are underpinned by our three core Christian values of courage, compassion and trust. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This takes place in an environment that provides intellectual, emotional and physical safety, is sensitive to their needs, challenging and allows success to be celebrated.

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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 special educational needs and disabilities (SEND) can participate in the curriculum
- Improve the physical environment of the school to enable pupils with SEND to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with SEND

Our school treats all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

If you have any concerns relating to accessibility in school, please refer to our complaints policy. This procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>LSAs are used to provide support for all pupils.</i></p> <p><i>All children are assessed on the Thrive profile and plans</i></p>	<p><i>Curriculum resources include examples of people with disabilities.</i></p>	<p>Staff to consider this when planning units of work</p>	<p>All staff</p>	<p>July 2023</p>	<p><i>Curriculum resources will include examples of people with disabilities.</i></p>

	<p><i>are created and implemented.</i></p> <p><i>HLTA/LM deliver individual Thrive programmes to children with significant needs</i></p>					
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school, when needed, uses a range of communication methods to ensure information is accessible. This would include:</i></p> <ul style="list-style-type: none"> <i>• Large print resources</i> <i>• Braille</i> <i>• Induction loops</i> <i>• Pictorial or symbolic representations</i> <i>• Internal signage</i> 	<ul style="list-style-type: none"> <i>• Not currently required</i> 				

4. Policy Review

This document will be reviewed following any major changes in legislation and/or every **3** years by the Headteacher and Full Governing Body.

Headteacher signature:



Date:

26/06/2023

Chair of Governors signature:



Date:

26/06/2023

5. Links with other policies

This accessibility plan is linked to a number of school policies and documents. For a full list please refer to the school office.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	one	none	N/A	N/A
Corridor access	Main entrance/lobby KS1 carpeted Glass corridor Atrium	All staff to ensure corridors are clutter free.	All Staff	continuous
Lifts	N/A	N/A	N/A	N/A
Parking bays	One space for disabled parking	Maintain painted sign	Caretaker	continuous
Entrances	Front entrance (KS1) Glass corridor Eagles classroom (KS2)	All staff to ensure entrances are clutter free.	All Staff	continuous
Ramps	Outside Eagles classroom	All staff to ensure ramp is clutter free	All staff	continuous

Toilets	Disabled toilets located in main entrance (KS1) and in Eagles (KS2) classroom	All staff to ensure that toilets/showers are easily accessible and clutter free	All staff	continuous
Reception area	Wide door and hatch accessible	none	N/A	N/A
Emergency escape routes	Front entrance (KS1) Glass corridor Eagles classroom (KS2)	All staff to ensure entrances are clutter free. If required a PEEP to be put into place	All Staff Business Manager	continuous