

Accessibility Plan



Introduction

All schools must have an Accessibility Plan, this is required by law under the Equality Act 2010.

Accessibility Plans set out how, over time, a school will:

- a) Increase access to the curriculum for disabled pupils;
- b) Improve the physical environment of the school to increase access for disabled pupils; and
- c) Make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This is the Accessibility Plan for St Andrew's CE Primary School

Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and related SEND information report;
- Health and Safety Manual, which refers to Supporting pupils at school with medical conditions (p. 98)

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Behaviour Policy
- Academy Improvement Plan

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Our vision and aims

St Andrew's Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010. In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

Current good practice

Identification

St. Andrew's Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and discuss any concerns with parents and carers, as necessary.

Curriculum

St. Andrew's Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards) to support specific curriculum areas;
- providing an adapted curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of specific learning needs, medical conditions and disabilities on learning;
- organising classrooms so that they promote the participation and independence of all pupils;

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- staff INSET training regarding sensory impairments or differences and the school environment;
- intimate care policy is adhered to where required and two adults are provided
- ensuring access arrangements for examinations or tests are carefully considered and pupils are also supported in this way during practice tests;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment.

Physical Environment

St. Andrew's Primary School has already improved the physical environment of the school to increase access for disabled pupils by: • providing flat or ramped access to all school main entrances;

- dedicating parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing two accessible toilets with changing facilities;
- adherence to published Intimate Care policy;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of blinds in the classrooms (where required);
- removing and fixing of potential trip hazards and keeping all floor spaces and corridors uncluttered;
- applying acoustic sound boards in hall to absorb sound and improve sound quality for pupils;
- providing fabric blinds, carpets and rubber seals to doors to improve sound quality (as required);
- ensuring projectors, plumbing and heating are regularly serviced to keep noise to a minimum.

Information

St. Andrew's Primary School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print or with appropriate colour contrast as required for pupils with a visual impairment;
- adhering to guidelines from specialists when provided (such as the Hearing and Vision Support Services, speech and language support) regarding the presentation of all written information, paying attention to layout and colour;
- ensuring that if a communication need is identified, that our communication strategies are agreed through consultation with the individual;

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- using social stories, comic strip conversations, social behaviour mapping and picture symbols to explain school expectations or support with transitions for pupils who benefit from this.

Implementation

Our Accessibility Plan shows how access to St. Andrew's Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from The Diocese of Salisbury Academy Trust (DSAT) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

St. Andrew's Primary School will work in partnership with the Local Authority and DSAT Trust in developing and implementing this Accessibility Plan and will adopt in principle the Dorset Children's Services Accessibility Strategy.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority Strategy for Accessibility.

We will consult pro-actively with experts and parents when new situations regarding pupils with disabilities are experienced. We will find out how we can help and support through constant parent liaison.

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St. Andrew's CE Primary School's Accessibility Plan will be implemented by the Headteacher and Hub Business Manager. Sufficient resources will be allocated by St. Andrew's Primary School to implement this Accessibility Plan.

Monitoring

The St. Andrew's Primary School Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed. The local governing board and DSAT will monitor St. Andrew's School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The St Andrew's Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The St. Andrew's Primary School complaints procedure covers the Accessibility Plan.

Approved: May 2025

Review date: January 2027

Accessibility Plan 2024-2027

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Need	Action	Personnel	Time scale	Success criteria
A CPD programme to be developed to ensure that all staff have an awareness of diabetes, epilepsy, severe allergies, attachment difficulties, dyslexia, autism, ADHD and other conditions, which pupils within school may have. Increased awareness and understanding of the impact of these conditions on health, learning and emotional well-being will inform the strategies that can be used to support such pupils. CPD programme to include basic BSL training for all staff.	1. Whole school staff (including support staff) awareness training provided by local specialist nursing team or advisors where appropriate. 2. Online training modules where relevant undertaken by all staff 3. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist, specialist teacher 4. Pupils with any long-term conditions will be provided with an Individual Healthcare Plan in line with supporting pupils at school with medical conditions.	Headteacher SLT SENDCo All staff LGB	Academic year 2024-27 (and as appropriate thereafter)	• Pupils and their families feel supported and their needs understood; • Pupils with specific needs have increased access to an appropriate curriculum, adapted as necessary and according • to their individual needs; • Pupils with specific needs continue to make progress and achieve in line with their ability. • Teachers and support staff are confident in meeting the needs of pupils and know how to support them, including in an emergency.

All <u>out of school</u> activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.	Headteacher SLT SENDCo All staff LGB	As practice	• No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out of school activities.
All school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all school activities ensuring that the activities are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in school activities, including reasonable adjustments to	Headteacher SLT SENDCo All staff LGB	As practice	• No school activities are planned without consideration of how pupils with a disability will be included; • All school activities will be conducted in an inclusive environment • Pupils with a disability have access to all school activities

	expectations e.g. behaviour policy			
St. Andrew's School will identify and develop spaces specifically designed to meet the sensory needs of pupils.	1. Identify suitable spaces within the school building and agree usage 2. Identify and provide sensory equipment that will meet the needs of pupils 3. Staff training to support safe and effective usage of spaces and equipment 4. Develop guide for pupils to ensure safe and effective usage of spaces and equipment 5. Timetable to ensure fair access to spaces, with the principle of equity in education followed	Headteacher SLT SENDCo All staff LGB	Academic Year 2024	• Pupils have access to timetabled and as needed spaces where their sensory needs can be met. • Pupils have developed, with support, knowledge of sensory strategies that help them to remain regulated and in a 'just-right' state for learning. Pupil engagement in lessons increases, leading to increased progress. Learning behaviour is improved and incidences of low-level disruption or dysregulation decrease.
School will purchase a portable access ramp to ensure that classrooms can be made wheelchair accessible	1. Research most effective ramp system for our school and pupil needs 2. Purchase ramp system 3. Ensure staff are trained on safe and effective usage 4. PEEP to be written for identified pupils who would require the access ramp to exit safely during an emergency	Headteacher Hub Business Manager SLT SENDCo LGB	ASAP	• Ramp ensures that all classrooms are accessible. • Usage ensures accessible exits from classrooms and is used in line with relevant PEEP.

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