



Accessibility Plan

Role	Designated Person
Headteacher	Ben Arnell
Designated Lead	Shelley Hannant
Date approved by Academy Governance Committee	19.11.20
Date to be reviewed	19.11.23

'Our love should not be just words and talk; it must be true love, which shows itself in action.' 1 Corinthians 16:14

Live **O**ur **V**alues **E**veryday

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1. Aims

St. Andrew's aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school required under the *Equality Act 2010* to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school / academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

(See below for action plan)

This plan will be made available online on the school / academy website, and paper copies are available upon request.

Our school / academy is also committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan. This includes *pupils, parents, staff and governors of the school / academy*.

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, 0 to 25 years (2014)* '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.

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

- Health and Safety Policy
- Equality Information and Objectives
- Special Educational Needs (SEN) Information Report □ Special Educational Needs and Disability (SEND) Policy □ Supporting Pupils with Medical Conditions Policy.

3.

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by pupils, parents, staff and governors of the school and approved by the Academy Governance Committee.



St Andrew's C. E. Primary School

'Where young minds grow and young hearts learn to care'

4. Action plan

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

Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
School Improvement Planning is focused on quality first teaching and quality interventions to ensure accelerated progress for targeted children in reading, writing and Maths.	The actions and timing for this curriculum access item is tracked in the School Improvement Plan and through performance management review and pupil progress meetings.			Progress across the curriculum of disadvantaged pupils, disabled pupils and those with SEN currently on roll continues to match or is improving towards that of other pupils with the same starting points
To review the curriculum to ensure it is inclusive and can be accessed by all pupils.	DH to carry out review of curriculum: getting individuals and teams to adjust planning of LTP and MTP to ensure it meets the needs of all pupils particularly SEND.	DH	September 20	Curriculum is accessible to all pupils.

To continue to train all staff to enable the curriculum to meet the needs of all SEND Pupils	SENCO to review the needs of pupils and provide training where appropriate	HT / SENDCo	On-going	Curriculum is accessible to all pupils.
To ensure that all children are able to access out of school activities and trips	A commitment to inclusion of all children in all events	Teachers/Clubs/ trip organisers (on-going)	On-going	All out of school providers comply with legislation All children access a range of learning outside of the classroom opportunities
To provide specialist equipment to help learning – for example specialist chairs, exercise books and rulers.	Assessment of needs in each class and provide such equipment	All children can work as independently as possible	Sept 20	Class teachers/SENCO (annual audit of classroom resources, termly IEP reviews)
To ensure pupils are doing the correct standardised tests and statutory assessments.	SENCo to attend PDET training on testing for children working well below expected. Decimate to staff. Monitor right tests are being done for children with SEND	HT / class teachers / SENDCo	December 20	All children doing correct test for their level. Self-esteem protected of children who find tests challenging.

Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions to be implemented.	HT / Governors	Jan 21	Access to all areas will be improved.
Improve working environment for pupils with visual impairments (particularly with lighting in classrooms)	Audit lighting that needs changing Research best lighting available for visually impaired Organise contractors	Site Supervisor	March 21	Accessible signage available
Make more children aware of sign language and children with hearing impairments	Coordinate with PTA sign language board Place in playground Celebrate children who have hearing impairment and their ability to use sign language	HT / Site supervisor	Oct 20	Sign language board in playground
Train staff to use the EVAC chair for access to two upstairs classrooms.	Contact training company Deliver training	HT	February 21	Staff trained to use EVAC chair

Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
Ensure that all parents and other members of the school community can access information.	<p>Office staff will support and help parents to access information and complete school forms.</p> <p>Provide information in enlarged print or a different format if required.</p> <p>Provide hard copies of newsletters and other communication for parents/carers unable to access Parent mail.</p> <p>Be aware of parents whose native language is not English and cannot read the English language. Make arrangements for translations where required.</p> <p>Provide Polish versions of newsletters and key communication.</p> <p>The school website to have language option.</p>	HT / Office staff / EAL coordinator	Ongoing / Jan 21	Written information will be provided in alternative formats as necessary.
Ensure that all parents who are unable to attend school, because of a disability, can access parents' evening.	Staff hold phone consultations, zoom meetings or send home written information. (Class teachers and SEND)	Class teachers and SENDCo	Ongoing	Parents are informed of children's progress.
Ensure that the school website includes all relevant school information and is easily accessible	Website updated on a regular basis	SLT/ Office staff	Ongoing	All parents have access to the same information