



Accessibility plan

St. Andrew's CE

Target Audience	Staff and Parents
Approving Committee	SLT
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Plan Author	M Platt

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

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, 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, 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
Ensure full access to the curriculum for pupils with disabilities	<p>We offer an adapted 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 resources used include examples of people with disabilities.</p> <p>Progress is tracked for all pupils, including those with a disability.</p> <p>We ensure individual education plan targets are appropriate for pupils with additional needs.</p> <p>The curriculum is regularly reviewed to ensure it meets the needs of all pupils.</p>	To ensure the curriculum is fully accessible to all pupils regardless of disability	<p>Ensure all staff are regularly adapting work through the usual monitoring systems</p> <p>The SENCO will ensure resources are readily available for pupils with disabilities</p> <p>All staff will track the progress of all pupils through SONAR Tracker at regular half termly intervals</p>	<p>HT, Staff and SLT</p> <p>Overseen by the HT and GB</p>	On-going review-yearly	<p>All children are able to access the curriculum equally well</p> <p>Fully accommodate all pupils with disabilities</p> <p>All pupils are fully integrated into the curriculum</p> <p>No aspect of the curriculum is inaccessible to pupils with disabilities</p>
Ensure full access to the physical environment	<p>The environment is adapted to meet the needs of pupils with disabilities.</p> <p>This includes:</p>	To ensure the site is fully accessible to all pupils/visitors regardless of disability	<p>Ensure ramp access to the KS2 playground is in good order</p> <p>Handrails on the ramp to the playground and</p>	<p>HT, Staff and SLT</p> <p>Monitored by</p>	On going review-yearly	All children are able to access the building and its activities equally well

	<ul style="list-style-type: none"> • Wheelchair access at all entrances and sections of the school • Carpeted classrooms to aid hearing impaired pupils • Portable Hearing system is available • Exterior lighting to improve evening access • Routes to the main entrance are clearly signed and free from obstructions • Corridor/door width is adequate for wheelchair access • Disabled parking bays available • Disabled toilets/changing facilities located next to the office • Library shelves at wheelchair-accessible height • Entry buttons located at wheelchair-accessible height 		<p>the steps to the large field</p> <p>Re-installed the disabled parking bay markings</p> <p>Purchased chairs for pupils severe walking disabilities</p>	the HT and GB		<p>Fully accommodate all pupils with disabilities</p> <p>All pupils are fully integrated into the school's environment</p> <p>No part of the building/site is inaccessible to pupils with disabilities</p>
Deliver information to pupils with a disability appropriately	Our school makes use of a range of communication methods to ensure information is accessible. These may include:	Ensure all materials are in an accessible format	Fire Assembly point signs in appropriate format Achieved Dyslexia	HT, SLT, All staff and SENCO	Completed Nov 2023	Fire signs are updated and in place

	<ul style="list-style-type: none"> • Internal signage • Large print resources and examination papers • Induction loops and hearing equipment • Pictorial or symbolic representations 		<p>Friendly Schools status</p> <p>Ensure, where appropriate, pictorial or symbolic representations are produced for children with SEND (Visual timetables)</p>		<p>Completed Nov 2023 Nov 2023</p>	<p>Dyslexia Friendly Schools accreditation achieved and renewed</p> <p>SEND pupils are given pictorial representations if required</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Executive committee

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	Yellow tape at any step changes for visually impaired children	MP and Site Officer	
Classrooms	16	Yellow tape at any step changes in classrooms and doorways to the playground for visually impaired children Hearing loop sound system for hearing impaired child as she moves through the school	MP and Site Officer MP and school office in conjunction with the hearing impaired team	Completed
Corridor access	Available to all			
Lifts	None			
Parking bays	One disabled			
Entrances	On all classroom doors			

Ramps	Two	Monitor quality of ramps and handrails	HT Site Officer	
Toilets	In every department One disabled toilet		HT Site Officer	
Reception area				
Internal signage		Review annually as part of regular H&S checks	HT/GB	
Emergency escape routes		Site officer monitors emergency lighting and electronic fire exit signs	Site officer	