



Mid-Trent
Multi Academy Trust



St. Andrew's Church of England Primary School
'Following God's Path To Flourish In Life'

Accessibility Plan 2024 - 2027

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Approved by: St. Andrew's LAC

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Next Plan Due: September 2027

1. Vision Statement

In our school our Christian vision shapes all we do.

Our vision is to promote an ethos where the development of the whole child is realised through a strong commitment to Christian values. Our diverse and engaging curriculum inspires a life-long love for learning and supports the achievement of each child's potential. A secure and caring church school community nurtures and celebrates every child's uniqueness and talents. By following God's path, our school is dedicated to opening up the world of possibilities for children to experience "life in all its fullness."

John 10:10

2. Purpose

The purpose of this plan is to show how St. Andrew's CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils. St. Andrew's CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

3. Aims

All 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 affords dignity and respect to all pupils and members of our wider school family. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are transparent in our approach to ensuring equality and as such, this plan is made available online through our school website, and paper copies are available on request from the school office.

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 all members of our school family in the development of this accessibility plan, including pupils, parents, staff, volunteers and LAC members.

4. 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. It also meets the expectations outlined in Staffordshire's Accessibility Strategy 2021-2024.

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 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 policy complies with our funding agreement and articles of association.

5. Action Plan

The school's Action Plan for the period 2024-2027 is included in **Appendix A**.

6. Monitoring, Review and Evaluation

This plan is valid for a period of 3 years, after which a new plan will be developed in collaboration with all stakeholders as part of our ongoing commitment to improving the accessibility of our curriculum, site and communications.

Progress against this plan will be monitored and evaluated annually to ensure progress by the Headteacher and the school's LAC committee.

7. Links with Other Policies

In addition to this accessibility plan, the following policies and documents support the school's aims to improve access for all:

- Risk assessments
- 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
- Mental-Health and Wellbeing Policy
- Collective Worship Policy

Appendix A: St. Andrew's Church of England Primary School Accessibility Action Plan

AIM: Increase access to the curriculum for pupils with a disability.

ESTABLISHED PRACTICES:

- *Our school champions inclusion and supports all learners to access the curriculum in the classroom. We support the principle of keep-up not catch-up.*
- *We utilise a range of resources (including manipulatives) to tailor our pedagogical approach to pupil needs.*
- *We employ a MAT SENCo who champions every child and supports teachers and support staff in ensuring they have full access to the school curriculum through their individual education plans and EHCPs.*
- *Progress and attainment of all learners is tracked on an individual basis with high expectations set for all learners, this includes those with SEND.*
- *Targets are set for pupils individually, they take account of pupils' disabilities, but do not automatically accept this as a reason for low attainment.*
- *The curriculum is reviewed to ensure that it reflects the needs of learners in the school at any given time.*
- *School resources are kept up to date and reflect the school's inclusive ethos.*

Target	Strategies	Person's Responsible	Timescale	Success Criteria
a) Writing has been recognized as a challenge for a number of children with disabilities. These challenges can include fine motor control and working memory.	To put training in for teaching staff to make reasonable adjustments to their planning and delivery of writing.	SENCO, PH	Spring 2025 – staff training.	Children with disabilities make progress in their writing in line with other peers in school.
b) Children diagnosed with autism often require staff to have additional understanding of their needs.	Teaching staff to receive additional training to support children with autism.	SENCO, PH	Autumn 2024 Spring 2025	The needs of children diagnosed with autism are better met.

AIM: Improve and maintain access to the physical environment.

ESTABLISHED PRACTICES:

The school environment is adapted to meet the needs of pupils in school. This includes:

- *Ramps to entrances and playground areas are in place, this includes all external areas of the site where there are steps.*
- *Internal corridors are wide and accessible via wheelchair, they are clear and clutter free.*
- *Resources are generally at child height, making them accessible to those in a wheel chair.*
- *Disabled toilet facility is available within the Nursery classroom and accessible via walkways/ ramps from the main school building.*
- *External pathways are well lit, walkways are paved and in a good state of repair.*

Target	Strategies	Person's Responsible	Timescale	Success Criteria
a) To continue to develop text/App services further.	To offer parents and carers an easy solution to access school information. The Trust is steadily rolling out services via the Arbor App.	AN, PH, DP	Roll out new payment system during 2025.	Parents have convenient access to essential school information. Parents and Carers receive communications from school directly to devices of their choosing.
b) Review and update curriculum information on school website. Class structures change each year and so it is important that curriculum information is correct and up to date.	Parents and carers wishing to support their children's education will require detailed access to the curriculum. Termly curriculum overviews to be sent out to parents via Dojo	PH	Ongoing - All schemes of work are published online by September each year. Additional information will be added as time goes on.	Parents and carers can easily and quickly access curriculum information. On a termly basis, parents are aware of their children's learning journey.

AIM: Improve the delivery of information to pupils with a disability.				
ESTABLISHED PRACTICES: <i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> <i>Internal signage</i> <i>Large print resources/ exam papers</i> <i>Pictorial or symbolic representations (communication in print) used to support verbal/written instructions.</i> <i>Dyslexia friendly backgrounds used in presentations, dyslexia friendly fonts and coloured overlays provided for specific pupils.</i> <i>Letters and communications translated into different languages and videos used to convey key information verbally.</i> <i>Parent/Carer forms completed electronically with 'Immersive Reader' enabled.</i> <i>Accessibility plan, SEND Information report and link to SEND Local Offer all available on school website.</i>				
Target	Strategies	Person's Responsible	Timescale	Success Criteria
a) Develop outdoor spaces for reflection and prayer.	Disability is not just of the body but can be of the mind. By providing clearly defined areas for reflection and prayer, people with or without disabilities can access these throughout the day.	PH	2025/2026	Children and visitors wishing to pray and reflect can do so without special arrangements having to be made.