

**St Andrew's CE Primary School
Accessibility Plan
2021-2024**



'St. Andrew's School seeks to be one in which high educational standards are developed from a firm Christian basis and which fosters sound Christian understanding and values and ideals'

In particular, we aim to:

- enable all our pupils to develop their full potential and to grow in understanding and in the acquisition of skills, attitudes and values;
- provide an environment in which the importance of good relationships is seen and can encourage the pupils in their own understanding and relationships;
 - show concern for the welfare of all who work in the school;
- strengthen the links between school, church, home and the wider community.

Our school seeks to achieve these aims by organising the curriculum in such a way that it is relevant to the needs of our children. There is also involvement of the school in the work and worship of St. Andrew's Church.

With God's help we aim high

Statement of Intent

At St Andrew's CE Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students is monitored and this data is used to raise standards and ensure inclusive teaching. Reasonable adjustments are made to make sure that the school environment is as accessible as possible. At St Andrew's we believe that diversity is a strength, which is respected and celebrated by all those who learn, teach and visit here.

St. Andrew's C.E. Primary School Accessibility Plan – 2021-2024

1. Vision Statement

2. Aims and Objectives

3. Current good practice

- Physical Environment
- Curriculum
- Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St. Andrew’s CE Primary School the Plan will form part of the School Development Plan and will be monitored by the Deputy Headteacher/SENDCo, Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At St. Andrew’s C.E. Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally, nationally and globally.

- 1) The St. Andrew’s C.E. Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) St. Andrew’s C.E. 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The St. Andrew's C.E. Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The St. Andrew's C.E. Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Child Welfare Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

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2. Aims and Objectives Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' and as part of our personal information checking exercise each September.

Physical Environment

Disabled pupils are invited to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access at the moment. Two out of three levels of the school have disabled access at present.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a one storey building but is housed on three levels. There are wide corridors and several access points from outside. The hall is in the centre of the school and is accessible to all. On-site car parking for staff and visitor includes one dedicated disabled parking bay. There is an entrance to the school that is flat and ramped and has wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available. This is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

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Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM AND ONGOING	<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Responsibilities</u>	<u>Success Criteria</u>
	To liaise with Nursery providers to review potential intake for future cohorts	To identify pupils who may need additional to or different from provision for future intakes.	Each intake	HT / SENDCo / EYFS teacher	Procedures/equipment / ideas set in place by Sep for that intake.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	In line with the Governor Policy Matrix	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy, diabetes or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children. (particularly those	Outside Play visits; CPD for staff and: • A differentiated curriculum with alternatives offered.	Ongoing	Teachers	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.

	with SEBD)	<ul style="list-style-type: none"> • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Dinner time and play time facilities for those children who struggle to engage cooperatively at unstructured times 			
MEDIUM TERM	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	<p>. To promote the involvement of disabled students in classroom. discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>

LONG TERM	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum subject leaders Governors	All children making good progress.
	To deliver findings to the Governing Body	Child Welfare Governors Meeting	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

SHORT TERM AND ONGOING	<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Responsibilities</u>	<u>Success Criteria</u>
	Improve physical environment of school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Ongoing	SMT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff.	Enabling needs to be met where possible

MEDIUM TERM	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher Office Manager SENDCo	Enabling needs to be met where possible
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	To improve community links	School to continue having strong links with the school in Bolton Authority and the wider community.	Ongoing	SLT All Staff	Improved awareness of disabilities/the wider community of Bolton and the world and their needs. Improved community cohesion.
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator SMT	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

	<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Responsibilities</u>	<u>Success Criteria</u>
SHORT TERM AND ONGOING	To ensure all children have access to the curriculum	Regular parental communication	Ongoing	All staff	All staff to be aware and plan so that all children able to access curriculum
	To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing	SLT Office Staff All Teachers	All parents' pupils and visitors can access written information that is easily accessible by all.
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • IEP meetings • Medical forms updated annually for all children • Personal health care plans • Maintenance of cohort files. • Significant health problems – children's photos displayed in office in health care plan file. 	Annually	Class teachers SNAs Outside agencies SMT Office staff	Each teacher/staff member aware of disabilities of children in their classes
	In school record system to be	Record keeping system to be reviewed.	Continual review and	Assessment Co-ordinator	Effective communication of information about

LONG TERM	reviewed and improved where necessary. (Records on Sims/ network/ protected		improvement	SLT	disabilities throughout school
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Monitoring and Review

The implementation of this plan is monitored by the SEN/Inclusion governor on visits into school and through discussion with the Head teacher and other governors. The SEN/Inclusion governor reports formally to the full governing body on the success, or otherwise, of the scheme and on the progress towards the three year Single Equality Action Plan (see Single Equality Policy), at the Autumn term meeting. This and all other relevant policies are reviewed periodically, as issues arise and the Accessibility Plan is reviewed every three years.

Action Planning

If provision for disabled members of our community is found to be insufficient then the Inclusion governor and the Inclusion Co-ordinator work together to formulate an Action Plan and this is put into place through the Single Equality Action Plan and as part of the School's Development Plan.

Head teacher: S. Charnock

Inclusion Co-ordinator: J. Shawcross

Inclusion Governor: C. Higson

Accessibility Plan: updated March 2021 by J Shawcross

Date of Next Review: March 2024

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