

St Andrew's C.E. Primary School

Accessibility Plan



Mission Statement

We believe that St. Andrew's C.E. Primary School exists to provide life's main opportunities for our children guided by and learning from the example and teaching of Jesus Christ.

These opportunities come from an ethos and curriculum that provide maximum learning experiences for each individual child, no matter what their particular learning abilities may be.

We will aspire to a curriculum which results in the enjoyment of learning, children who feel good about themselves and in which everyone can be good at something.

We will encourage pupils to show tolerance and respect for each other, set themselves high standards, to take pride in their work and do their best.

We will provide curriculum enrichment activities including first hand experiences, creative opportunities, visits and visitors.

We will offer every child the chance to achieve as much as they are able.

We will achieve high standards for all children, giving them secure foundations for future learning and success in life.

Growing in Faith, Hope and Love 1 Corinthians 13:13

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.

In line with the Equalities Act 2010 the school is committed to:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment related to disability
- Promoting positive attitudes towards disabled people
- Encouraging participation of disabled people in all aspects of school life
- Taking steps to meet the needs of the disabled members of our community

Involvement and consultation

The school community is asked to contribute to the formulation and review of the Single Equality Scheme to determine the priorities for the school with regard to disability equality. This is done via the parents' newsletter system.

Current provision

Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing additional equipment, support and advice as appropriate to meet specific needs. School is built on three levels with several short internal sets of steps. Recent builds have incorporated ramp access around the exterior and into the building where practical, including into the foyer; disabled toilet facilities are available on one level. The school site would be challenging to anyone requiring wheelchair access. School will continue to respond to the needs of its children as outlined in policies such as the Medical Needs and Special Educational Needs policy.

- There is full disabled access to two out of three levels of the building.
- There is a fully equipped disabled toilet facility.
- When planning trips out of school companies with accessible vehicles are hired if necessary.
- Children's learning is designed to accommodate any disabilities. For example: specialist equipment is deployed to support children with physical difficulties and specialist support services are employed to support children's Special Educational Needs.
- All learning materials purchased reflect a range of disabled characters and address a range of experiences specific to those with a disability.
- The PSHCE curriculum teaches children about disability from emotional, physical and personal perspectives.
- When collecting and interpreting data disability is recognised as one of the comparative criteria considered, alongside race and gender. Data on children with Special Educational Needs is collected and analysed separately but children who are disabled are not necessarily within this group.
- When appointing staff and governors all applicants are treated equally regardless of disability, race or gender in line with all other school policies.

Monitoring and Review

The implementation of this policy 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 / SENDCo : E. McCullagh

Inclusion Governor: C. Higson

Accessibility Plan: updated April 2023 by S. Charnock
Review: April 2025