

# Accessibility plan

## St Andrew's Primary School



**Approved by:**

Emma Flin

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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. At St Andrew's Primary School our core Christian Values underpin all that we do, ensuring that all pupils and stakeholders feel part of our community and are treated with compassion at all times.

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. We work closely with the Local Authority ensuring we are up to date and following the latest procedures and share best practice with a group of twelve local primary schools known as the Colne Valley Consortium,

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.

### 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
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	To maintain training for staff to ensure pupils with a disability can access an appropriately differentiated curriculum	Train LSAs in areas of specialist need e.g. Makaton, EFS, S&L  In school training offered to all staff to meet identified needs e.g. attachment training, ASD training.	Emma Flin SENCO	Ongoing	Increased access to the curriculum and barriers are quickly overcome. Needs of all learners are met.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required.  This includes: <ul style="list-style-type: none"> <li>• Ramp access at the back of the building into the main hall</li> <li>• Disabled parking bays</li> </ul>	To improve independent access within school	Investigate provision of ramp from Reception area into school hall, Investigate more efficient access from top playground to bottom playground	Emma Flin Headteacher & Gemma Singleton SBM	July 2021	Physical accessibility of school site increased. Disabled parents and pupils have independent access to all parts of the school site.

	<ul style="list-style-type: none"> <li>• Disabled toilet</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>To develop appropriate use of colour schemes for internal/ external decoration</p> <p>To improve educational experience for pupils with visual impairment</p> <p>To maintain safe access around exterior of school</p>	<p>Contrasting colours used for handrails and steps around school</p> <p>Ensure blinds in all classrooms are effective</p> <p>Ensure pathways are kept clear of vegetation. Make sure grounds contractors know which areas to prioritize</p>		<p>Ongoing</p> <p>April 18</p> <p>In place and on going</p>	<p>Steps and handrails safer for pupils/parents with physical impairment</p> <p>Teaching aids/ screens more easily seen &amp; learning experiences of pupils enhanced</p> <p>Disable people to move unhindered along exterior pathways</p>
<p>Improve the delivery of information to pupils and parents with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To improve the availability of written material in alternative formats</p>	<p>Staff made aware of services available to convert materials into different formats.</p> <p>Staff well informed of any parent/carer needing information in alternative formats.</p>	<p>Gemma Singleton, SBM</p>	<p>Ongoing</p>	<p>Information to disabled pupils/parents is appropriate and accessible.</p> <p>Written information is available in alternative formats</p>

## **4. Monitoring arrangements**

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

## **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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One story with steps up and down between parts of the building	Ongoing monitoring on condition of steps around school building, ensuring that edges are clearly marked in a contrasting colour.	Sarah Lowe, Caretaker	Ongoing
Corridor access	Corridors between Horse chestnut and Cherry Tree classrooms	Regular reminders to children and teaching staff about organization of corridors and keeping them clear of debris Condition of corridors to be include don termly H&S walk round	Emma Flin Headteacher Gemma Singleton, SBM	Termly
Parking bays	Parking bays at the front of the school and in the staff car park on the side of the school.	Regular monitoring of lines in parking bays with maintenance as and when required. Walkways around car parks to be clearly marked and kept free of obstacles.	Emma Flin Headteacher Sarah Lowe Caretaker	Ongoing
Entrances	Entrance at the front of the school, double doors in to waiting reception area. Ramped access to front door.	Ensure access to school entrance remains clear.	Sarah Lowe Caretaker	
Ramps	Ramp approach to the front entrance and side entrance near Cherry Tree. No ramps in school to provide access over internal	Maintain ramps for clear access. Investigate ramp to ensure wheelchair access from entrance area into school hall.	Emma Flin Headteacher Sarah Lowe	Ongoing

	steps		Caretaker	July 18
Toilets	Toilet cubicles allocated to classes. Staff toilet areas. 1 disabled toilet.	Maintain access and provision of disabled toilet area	Sarah Lowe Caretaker	Ongoing
Reception area	Small reception area for parents to access hatch for office. Reception area not appropriate for wheelchair/disabled access. Turning space limited and hatch too high for wheelchair access.	Remodel reception area to ensure it is appropriate for disabled access.	Emma Flin Headteacher Gemma Singleton, SBM	Future plans for development of school building
Internal signage	All toilets and fire exit clearly signposted.	Check signage is in place and not obstructed	Sarah Lowe, Caretaker	Ongoing
Emergency escape routes	Fire exit routes marked and regular fire drills taking place.	Termly fire drills Monitoring of fire exits by caretaker	Emma Flin Headteacher Sarah Lowe Caretaker	Termly  Ongoing