Diocese of Chelmsford
Vine Schools Trust

Accessibility Plan

St Andrew's Church of England Primary School

Policy Reference	
Adopted by this school on	Autumn 2025
Next review	Autumn 2028

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.

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.

Accessibility Plan 2025-2028

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria	Person / People responsible	Complete by
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 od 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.	Increased access to the curriculum and barriers are quickly overcome. Needs of all learners are met.	Headteacher SENCO	**Ongoing**
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes:	To improve independent access within school To develop appropriate use of	Investigate provision of ramps from reception area into school hall	Physical accessibility of school site increased. Disabled parents and pupils have independent	Headteacher Estates team	**Ongoing**

	Ramp access at the back of the building into the main hall Disabled parking bays Disabled toilet Library shelves at wheelchair-accessible height	colour schemes for internal / external decoration To improve educational experience for pupils with visual impairment To maintain sae access around exterior of school	Investigate more efficient access from top playground to bottom playground Contrasting colours used for handrails and steps around school Ensure blinds in all classrooms are effective Ensure pathways are kept clear of vegetation. Make sure grounds contractors know which areas to prioritize	access to all parts of the school site. Steps and handrails safer for pupils/parents with physical impairment Teaching aids / screens more easily seen & learning experiences of pupils enhanced Disabled people to move unhindered along exterior pathways		
Improve the delivery of information to pupils and parents with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations	To improve the availability of written material in alternative formats	Staff made aware of services available to convert materials into different formats Staff well informed of any parent / carer needing information in alternative formats	Information to disabled pupils / parents is appropriate and accessible Written information is available in alternative formats	Headteacher SENCO	**Ongoing**

Monitoring arrangements

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

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