

Potters Gate CE Primary School and St. Andrew's Infant School

Review Period:	Annual
Next Review Due:	3 Years
Governor Lead	Inclusion
Staff Lead	Inclusion

St Andrew's CofE Infant School

Accessibility Plan 2024-2027

School Ethos and Vision

"I have come that you may have life - life in all its fullness,"

Developing in our children the ability to find joy in life, the natural world, finding moral strength for their own lives.

We celebrate our differences, welcoming families of different faiths, social and ethnic backgrounds to our school family

Context

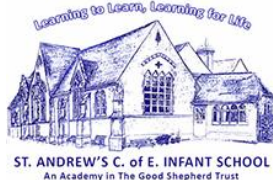
This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The school Local Committee are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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) an 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 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.

Objectives

St. Andrew's School is committed to providing an environment that enables full curriculum access and includes 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities. We respect a parent and child's right to confidentiality.

St. Andrew's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan

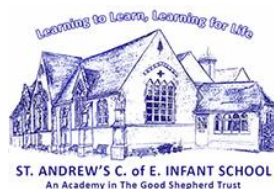
The Plan contains relevant and timely actions to: -

- increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this, they are in breach of their duties under the Equalities Act 2010). This will include access to all teaching and learning activities and to the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist 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 and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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.

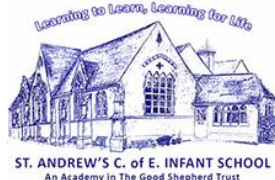
This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour and Relationship Policy
- Curriculum Policies
- Health & Safety Policy
- School Development Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy



It may not be feasible to undertake all of the Accessibility works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be monitored three times a year as is the School Development Plan.

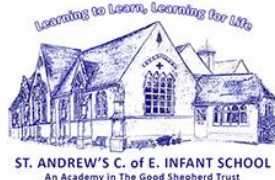
The Accessibility Plan will be published on the school website.



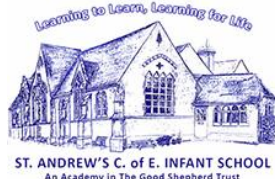
Improving Access to the curriculum and school environment

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	<p>St. Andrew's School offers a stimulating and creative curriculum for children of all abilities.</p> <p>A wide selection of resources (including staff) and strategies are used which can be tailored to the needs of children who require support to access the curriculum and take an active part in school life.</p> <p>Each term, class teachers monitor and analyse progress of all children including groups, reporting findings and subsequent actions to SLT.</p>	<p>All staff are trained, feel confident and are supported with issues linked to accessibility and inclusivity in the school context.</p> <p>All children are happy and feel safe in school, emotionally ready to learn.</p>	<p>Annual audit of training required.</p> <p>Staff kept informed of individual needs as appropriate through CPOMs</p> <p>Positive classroom environments.</p> <p>ELSA support and Well-being school council</p> <p>Develop and maintain strong home- school links each year.</p> <p>Strategies put in place termly to enable</p>	<p>Office Manager / Class Teachers/ SENDCo</p> <p>SLT, class teachers</p> <p>Class teacher, SENDCo, SLT</p> <p>Mental Health Specialist, Yr 2 class teacher and ELSA</p> <p>SLT, Class teacher</p>	<p>Checked termly</p>	<p>Planning, Monitoring and observations show children are accessing a broad curriculum which is stimulating.</p> <p>Teachers are adapting learning to meet the needs of all children in their class.</p> <p>SEND pupils are able to access their learning and make good progress.</p>



	<p>Targets are set effectively and are appropriate for children with additional needs.</p> <p>Where necessary, staff draw on information from outside agencies and apply good practice or advised strategies.</p> <p>Each term, parents are informed and can discuss children's progress and provision arrangements.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>All children (including those with additional needs) make expected or better progress.</p> <p>Governors are aware of the additional needs of children attending St. Andrew's School.</p>	<p>expected progress and accessibility to curriculum.</p> <p>SEND governors to raise awareness with wider governing body.</p>	<p>Class teachers, Senco, subject leads</p> <p>SENDCo</p> <p>SEND governors</p>	<p>Termly – Sept, Jan, Apr</p>	<p>Learning aids and additional resources are being used effectively</p>
<p>To provide emotional support and behaviour structures for children affected by SEN and disabilities.</p>	<p>Staff are regularly reminded about the school behaviour policy and systems in place to report any concerns. Information is shared between staff using Cpoms.</p> <p>The school works closely with parents and professionals to support children.</p> <p>St. Andrew's school has an ELSA who is available to support all</p>	<p>All adults in school are familiar with our behaviour policy and structures in place for reporting this.</p>	<p>Continue to develop staff skills and knowledge through INSET and training. (behaviour support; Occupational therapy; Ed. Psychologist; bereavement and separation; parenting workshops)</p> <p>Work with parents and professionals to develop programmes of support</p>	<p>SLT, SENDCo. External agencies and professionals, ELSA</p>	<p>Ongoing</p>	<p>Pupils with SEN and disabilities will be supported effectively throughout school so that they can access their learning and make good progress.</p>



children. Referrals can be made by parents and class teachers.

for pupils. Raise awareness among all children of the social and emotional needs of others through PHSE, Circle times, Worship and Reflective time, social skills groups and other opportunities

All out-of-school activities are planned to ensure the participation of and access for all pupils.

Staff assess suitability of sites through pre-visit check and complete planning checklist and risk assessments to ensure all individual needs can be met as much as possible.

Sufficient adult ratios are always met, often with an extra adult.

Reasonable adjustments are made to accommodate pupils identified as having difficulties accessing activity safely and fully such as 1:1 support.

All pupils have access and opportunity to participate in out-of-school activities in line with the Educational Visit policy.

Pre-visit checks completed, and planning checklist submitted

Risk assessment (school and Surrey completed-Evolve)

Staff identify where additional needs may require extra support and discuss with HT/SENCo.

Class teachers

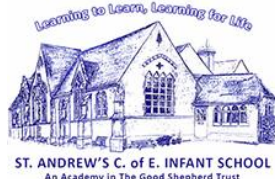
Curriculum Lead, Class teachers, Head teacher

SENCo/Head teacher

Ongoing

Child is able to attend the out of school activity/trip

Child is able to join in after school clubs



<p>Improve and maintain access to the physical environment</p>	<p>St. Andrew’s School is on one level.</p> <p>The environment is adapted to the needs of children as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Library shelves at wheelchair-accessible height 	<p>Maintain a safe and accessible environment for all children.</p> <p>Complete all changes to the building and site with accessibility in mind.</p>	<p>Ensure outside agencies working on site comply with accessibility needs and arrangements</p> <p>Monitor sound levels in dining room/ hall and ensure suitable soundproofing added as necessary.</p> <p>Termly health and safety tour by SBM/ Office Manager and health and safety governor</p>	<p>SBM / Office Manager</p> <p>Site manager</p> <p>Governor, SBM/ Office manager</p>	<p>Ongoing maintenance</p> <p>When needed</p>	<p>Governors aware of needs of pupils, parents, carers, staff and visitors to site. Plans in place to address needs as they arise</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>St. Andrew’s School uses, where required or advised, a range of communication methods to ensure information is accessible.</p> <p>Teaching and support staff are aware of difficulties and reinforce information verbally / through symbols as required.</p>	<p>All pupils have access to information as needed.</p> <p>Specialised equipment such as iPads and laptops etc are provided to meet the individual learner’s needs.</p>	<p>Staff to work with SENCo/ outside agencies as need arises.</p>	<p>Class teachers</p> <p>SENCo, SLT</p>	<p>When needed</p>	<p>Governors aware of needs of pupils, parents, carers, staff and visitors to site.</p> <p>Plans in place to address needs as they arise</p>