



St Andrew's
Church of England Primary School

Accessibility Plan

Approved by:	Governing Board	Date: March 2026
Last reviewed in:	March 2026	
Next review due by:	March 2029	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	5
5. Links with other policies	5

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. We are committed to providing an environment that enables good 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 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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	OBJECTIVES	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	All out of school activities are planned to ensure the participation of all pupils, where possible	Review all out of school provision to ensure compliance with the legislation	SEND team	Ongoing	All pupils will have access to out of school activities and the activities will be adapted to meet their needs
		Termly support meetings to assess and address pupil needs within each class	Pupils needs are appropriately met through appropriate resources and effective deployment of skilled support staff	SEND team	Ongoing	Pupils will be supported appropriately in order to achieve their potential
		Ensure staff skills are matched to pupil needs	Identify any new training required and ensure staff receive appropriate training	Class Teachers	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	To develop the sensory room to meet the specific needs of our children with special needs	Review the purpose of the sensory room Identify what needs to be changed or improved Plan the improvements and adapt the room	SEND team	On-going	The sensory room will be of benefit to all of our pupils with specific needs
Improve the delivery of information to pupils 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 • Information on the school website • Reminders sent via the Arbor app	To improve external signage to ensure all visitors are able to find their way around the building and to the main office	Research new signage systems Create an expenditure plan to begin to improve signage Install new signage in line with plan	JS	Completed in October 2024	All staff, pupils and visitors will be able to find their way around the school, easily

4. Monitoring arrangements

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

It will be approved by the Resources Committee.

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