



Accessibility Plan

The Governing Body recognises its duty under the Disability Discrimination Act (as amended by the SEN and Disability Act 2010):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - not to treat disabled pupils less favourably;
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- to produce an Accessibility Plan.

The Accessibility Plan

This plan is to be read in conjunction with our Inclusion Policy and our SEND Information report and Local offer. The plan aims to improve access to all aspects of education within St Andrew's and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to widen the opportunities for including more pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

Curriculum:

- Providing for all pupils a curriculum which is appropriate to their needs and learning styles. In addition, plan for an increase in the number of spaces available for small group work to support children with special needs.

- Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.

Physical improvements to increase access to education and associated services by:

- Ensuring that all the school buildings and grounds, where reasonably possible, are fully accessible to pupils with mobility, sensory and other impairments.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.

Improvements in the provision of information in a range of formats for disabled pupils by:

Providing for pupils and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities.

Improving access to the curriculum

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short term	To plan the steps needed to make the curriculum and extra-curricular activities accessible to a wider range of pupils and students.	To carry out audit of intervention / provision in FS, KS1 and KS2 curriculum and addressing any issues Review allocation of support staff To audit the curriculum timetable to establish whether it currently meets the needs of all of our pupils.	Staff awareness is increased with regard to the needs of pupils with disabilities. Curriculum accessible to all pupils who are appropriately supported	2020 Term 2	A curriculum that continues to be inclusive for all pupils.
		To review the SEND Policy and Inclusion Policy. To write the local school offer and amend provision in the light of reforms. Equalities/ teaching & learning. admission of pupils with medical need.	Up to date policies	Annually	curriculum caters for the needs of children of varying abilities and with varying difficulties in accessing learning
Medium term	To improve areas of school which have negative impact	To ensure all new developments, where possible, comply with DDA.		ongoing	All pupils gain access to the curriculum.

	on child's ability to access the curriculum, particularly children with attention deficit problems or with dyspraxia, mental health or other SEND issues.	To improve toileting provision in the foundation stage for children to provide privacy and ensure safeguarding.	Improved physical environment – children's wellbeing and physical needs including self-care are met.	Sept 2020	Improved physical environment – children's wellbeing and physical needs including self-care are met.
		To hold INSET/Staff training in response to needs of pupils with disabilities and plan the changes to be made to the curriculum and extra curricular activities. This should include an element of staff training.	The changes to the curriculum and extra curricular activities are identified.	Ongoing	To raise awareness of all staff with regard to the needs of children with disabilities and how the curriculum and extra curricular activities should be adapted to meet these needs.
Long term	To review short and medium term targets in the light of new opportunities and legislation.	To review the new curriculum arrangements and make changes where appropriate.	A curriculum which builds on previous experiences.	ongoing	A more inclusive curriculum.
		To increase staff awareness of disabilities as appropriate.	Wider range of teaching styles used to include Appropriate differentiation. Experts – eg Health – to provide CPD for all staff	ongoing	Improved confidence in staff for dealing with pupils with disabilities.

Physical improvements to the environment:

NB Peace Path? Top Playground Conservation area? Not accessible

	Targets	Strategies	Outcomes	Timeframe	Success Criteria
Short term	To ensure all new buildings and alterations are fully accessible to pupils with as wide a range of disabilities as possible subject to adequate funding.	To redevelop Foundation stage playground. Any new build to be fully accessible to pupils with physical or sensory impairments.	Improved play areas will be accessible to all	Completed November 19	Play area fully accessible
	Resources Committee to draw up and implement Buildings Action Plan.	Identify and fit all external doors with security locks	All external doors to be fitted with security locks and fob access for staff to ensure all children are kept safe and secure premises All adults and children informed of procedures including Lockdown	Completed Nov 19	Completed
Medium term	Future decoration of buildings to cater for visually impaired pupils.	To take appropriate advice with reference to guidelines.	Improved classroom accessibility for visually impaired	ongoing	Greater accessibility and comfort for pupils with disabilities.

	<p>To introduce ramps and handrails to existing buildings.</p> <p>To improve signage.</p> <p>To improve sound insulation</p> <p>To improve hall floor – so that it is even and non-slip</p>	<p>To conduct full audit of areas requiring ramps and handrails.</p> <p>To identify areas where improvements are needed eg ramp from hall to playground</p>	<p>Improved access to areas for wheelchair users.</p> <p>To create wheelchair access to hall from Julian Road</p> <p>All external areas of the school are accessible.</p> <p>Clear signage throughout the site</p> <p>Reduction of disturbance caused by excessive sound eg through use of acoustic matting – sound boards/curtains and new flooring in hall/sanctuary soundproofed</p>	<p>Completed</p>	<p>building adapted wherever possible.</p>
<p>Long term</p>	<p>To make the whole school fully accessible, including sanctuary and conservation area within the bounds of funding</p>	<p>To look at the use of lifts, ramps, slopes and separate access for pedestrian and vehicular use.</p> <p>Where ramps are not possible, provide alternate locations / facilities such that access to facilities can be maintained.</p>	<p>Whole school is fully accessible</p>	<p>Ongoing</p>	<p>Full access gained to all areas.</p>

Improving provision of information

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short Term	Provide information in a variety of languages as appropriate to ensure parents and pupils have wider access to information. Large Print available Ipads for pupils with high level of SEND	Use interpreters To liaise with specialist staff (as required) with reference to different formats of information.	All parents and children able to access information Pupils with SEND can access curriculum easily	ongoing	All parents are fully included and language is not a barrier ICT used to support learning
Medium term	Letters re Health to parents available in other languages	Secretary to liaise with PH England	All parents accessing health information for their children	ongoing	Parents fully informed
Long term	To establish support groups or networks for parents of children with specific disabilities/needs	To engage with outside agencies including school nurse.	Wider support for parents and community.	ongoing	Parents of disabled pupils feel supported and families feel better connected

