

# St Andrew's C of E Primary and Nursery School Accessibility Plan 2025-2028





## **Introduction**

Since September 2002, the Disability Discrimination Act 1995 has been extended (by the Special Educational Needs and Disability Act 2001) to cover discrimination faced by disabled students in schools and colleges. The Governing Body has since had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

## **Defining Disability**

First, the definition of disability in the DDA (in other words, which students are covered) is not the same as the definition for special educational needs. In particular, the DDA covers only those who have 'a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities'. This definition is considered in detail in guidance produced by the Disability Rights Commission. The DDA also covers those with:

- severe disfigurements
- impairments which are controlled or corrected by the use of medication, prostheses, and aid or otherwise
- progressive symptomatic conditions
- a history of impairment
- Cancer, HIV or multiple sclerosis at the point of diagnosis.

However, the DDA does not cover addiction to or dependence on nicotine, tobacco or other non-prescribed drugs or substances; hay fever; or certain mental illnesses which have anti-social consequences. Accordingly, it might be possible for a student to have special educational needs, but not be disabled for the purposes of the DDA, and vice versa (although the majority of disabled students will also have special educational needs).

## St. Andrew's CofE Primary School Accessibility Plan



### **Aims of the Accessibility Plan**

St. Andrew's CofE Primary School has a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning and participation.

The school works hard to ensure that pupils with disabilities participate fully in school life. Disabled pupils attend all school trips and residential visits, ensuring that risk assessments take into account additional resources and adjustments that need to be made.

The school is fully accessible to wheelchair users and many improvements have been made to the school site to aid accessibility. It has systems in place to administer medication, should any pupils with a disability require it.

This Access Plan sets out proposals to increase access to education for disabled pupils and improvements to the physical environment to improve the extent to which disabled pupils can take advantage of education and extended services.

The aims of this access plan are:

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and in finding practical solutions
- To increase the confidence and expertise of staff and support staff when teaching or aiding pupils with a wide range of disabilities
- To develop strong collaborative relationships with pupils and parents and increase satisfaction in the provision made by the school
- To promote equality of opportunity and promote positive attitudes towards children, young people and adults who are disabled
- To ensure that pupils with additional needs have access to high quality teaching and resources which are stimulating and appropriate
- To ensure that information is made more accessible for pupils, parents and visitors
- To improve the physical environment of the school to increase safe access for pupils, staff, parents, community users and visitors.

## St. Andrew's CofE Primary School Accessibility Plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Task completed
<b>Increase access to the curriculum</b>						
Create effective learning environments	<ul style="list-style-type: none"> <li>Ensure consistent use of Dyslexia friendly resources throughout school</li> </ul>	Autumn Term 2025	SENCo time – learning walk	Teaching staff SENCo	SLT	
Offer a differentiated curriculum for all children	<ul style="list-style-type: none"> <li>Ensure all children are fully accessing the curriculum that is on offer</li> <li>Ensure adjustments are being made for those that require them</li> </ul>	Ongoing		Teaching Staff SENCo	SLT	
Ensure children who are visually impaired can fully access the curriculum	<ul style="list-style-type: none"> <li>Limit use of red and green white board pens/ markers in the classroom Use appropriate books with dark lines</li> <li>Make a referral to sensory and physical SIS team for further resources</li> <li>Ensure all staff are aware of particular children, especially for play-times and lunchtimes.</li> </ul>	Ongoing		Teaching staff SENCo	SLT	
Ensure ICT and other resources are used appropriately for disabled pupils	<ul style="list-style-type: none"> <li>Encourage staff to use ICT as an alternative method of recording work</li> <li>SENCo to make Inclusive Technology bids to support SEN learners where appropriate</li> </ul>	Ongoing		SENCo	SLT	
Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities	<ul style="list-style-type: none"> <li>Investigate extending the use of Dough Disco from the Foundation Stage into Key Stage 1 and beyond</li> <li>Funfit undertaken 4 mornings per week throughout the academic year.</li> </ul>	Autumn Term 2025 Ongoing		SENCo	SLT	
Develop and support staff's understanding of learning difficulties	<ul style="list-style-type: none"> <li>SENCo to create and share the school's definition of Dyslexia with all staff.</li> <li>Share the difficulties to learning checklist for each Key Stage</li> <li>Arrange training on self-regulation and sensory breaks</li> </ul>	Ongoing	Staff meeting time	SENCo	HT	

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Increase provision for pupils identified as having ASC	<ul style="list-style-type: none"> <li>• SENCo to audit and order appropriate resources</li> <li>• Monitor B Squared for assessment tracking</li> <li>• Making sense of Autism training</li> </ul>	Autumn Term 2025  Completed	Staff meeting time  SENCo time	SENCo	SLT	
Curriculum progress is tracked effectively for all pupils, including those with a disability	B Squared progression steps for all curriculum areas is being used confidently by all staff AET framework being used for those children who require this	Ongoing		Teaching Staff SENCO	SLT	
Review of curriculum content to ensure it meets the needs of all pupils	Assessment data analysed to look for progress on pupils with a disability to ensure progress in all areas Next steps gathered from analysis	Summer 2025	SENCO time SLT time	SENCO	SLT	
<b>Access to Information</b>						
To make information available to parents/	<ul style="list-style-type: none"> <li>• Make information available to parents in different ways e.g. letters to be available</li> </ul>	Ongoing		SENCo  Office team	HT	
carers in alternative formats.	<p>in large print, on coloured paper and in a range of languages upon requests</p> <ul style="list-style-type: none"> <li>• Make parents/ carers aware that information can be made available in different formats</li> <li>• Pastoral Lead and SENCo to provide support for parents/ carers of children with disabilities, through supporting their attendance at hospital appointments, regular meetings and support with form filling</li> </ul>					

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<p>Ensure that information about the needs of pupils is shared effectively throughout school.</p>	<ul style="list-style-type: none"> <li>• Develop the use of a chronology form for each child to help organise their pupil profile/ record folder (uploaded to CPOMS)</li> <li>• Office staff to update SIMS pack with disabilities and SEN Area of Need</li> <li>• Health Care Plans updated annually (or when significant changes occur) for pupils with medical needs</li> <li>• Health Care Plans shared with relevant staff and collated in the school office</li> </ul>	<p>Ongoing</p>	<p>SENCo time</p>	<p>SENCo</p>	<p>HT</p>	
<p>To make information on the schools SEN policy and local offer accessible for parents.</p>	<ul style="list-style-type: none"> <li>• SENCo to update the SEN policy annually</li> <li>• Publish the school's local offer on the school website and Nottinghamshire LA local offer website</li> <li>• SENCO to share this information in a SEND Coffee event.</li> </ul>	<p>Annually</p>	<p>SENCo time – update policy</p>	<p>SENCo Office team</p>	<p>SLT</p>	
<b>Access to the premises</b>						
<p>Increase site access to meet the diverse needs of pupils, staff, parents/ carers, community users and visitors.</p>	<ul style="list-style-type: none"> <li>• To contact the PDSS (Physical Disability Support Service) for advice on premises modifications if pupils with additional needs join the school</li> </ul>	<p>Ongoing</p>	<p>Admin and SENCo time to create signs and symbols</p>	<p>SENCo Business Manager Site manager</p>	<p>HT</p>	
<b>Care needs and safety issues</b>						
<p>To ensure safe evacuation of pupils and staff.</p>	<ul style="list-style-type: none"> <li>• Review Personal Emergency Evacuation Plans (PEEPs) annually and ensure they are copied to relevant staff (including fire safety officer)</li> </ul>	<p>Ongoing</p>		<p>SENCo Head teacher</p>	<p>Office team</p>	
<p>Pupil's personal care needs are adhered to appropriately.</p>	<ul style="list-style-type: none"> <li>• Personal care plans in place</li> <li>•</li> </ul>	<p>Ongoing</p>		<p>Teaching Staff SENCO</p>	<p>SENCo</p>	

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### **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 S and PD committee of the Governing Body

### **Links with other policies**

The 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 education needs (SEN) information report
- Supporting pupils with medical conditions policy.

Policy to be reviewed annually and updated every 3 years.

### **Appendix 1: Accessibility audit**

Feature	Description	Actions to be taken	Person responsible	Date to complete action by
Number of storeys	1			
Corridor access	2 main corridors through KS1 and KS2	Maintain clear access through the buildings	All Staff and SLT	Ongoing
Lifts	0			

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Parking bays	1			
Entrances	4			
Ramps	2			
Toilets	2			
Reception area	No issues	Maintain clear access	Head Teacher/ Site Manager	Ongoing
Internal signage	Satisfactory	Maintain all signage	Head Teacher/ Site Manager	Ongoing
External signage	Satisfactory	Maintain all signage	Head Teacher/ Site Manager	Ongoing
Emergency escape routes	Labelled well and clearly displayed throughout the school.	Maintain all signage	Head Teacher/ Site Manager	Ongoing