



ACCESSIBILITY PLAN

Introduction

This plan is drawn up in accordance with the Equality Act 2010.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

“A person has a disability if they 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.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- 1) Compliance with the Equality Act 2010 is consistent with St Andrews School's aims, values and Equal Opportunities and Diversity Policy and the operation of the school's SEND Policy.
- 2) The school recognises its duty under the Equality 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.
 - The school recognises and values parents' knowledge of their child's disability and its effects on his / her ability to carry out normal activities, and respects the parents' and child's rights to confidentiality.
 - The school provides all pupils with a broad and balanced curriculum, scaffolded and adjusted to meet the needs of individual pupils and their

preferred learning styles; and endorses the key principles in the National Curriculum 2014 Framework, which underpin the development of a more inclusive curriculum;

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education and related activities

The school will continue to seek and follow the advice of support services, such as specialist teacher advisors and SEN inspectors/advisors, or appropriate health professionals from the local NHS Trusts, and guidance from the DfE.

b) Physical environment

The school will be pro-active in identifying potential physical barriers to learning and make reasonable adjustments. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lightning, acoustics and colour schemes and more accessible fixtures and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required.

d) Monitoring

The school will monitor patterns of attendance and exclusion of children with a disability. The school will identify areas of the curriculum to which disabled pupils may have limited or no access. This includes both off-site and on-site activities and curriculum delivery. Improvements will be made where appropriate.

Management and Implementation

St Andrew's Primary School has set the following priorities in respect of consultation on this plan;

- a) The Head Teacher, staff and Governors
- b) Disabled pupils and their parents / guardians and carers
- c) Wiltshire Local Authority

In addition;

- 1) The Governing Body takes responsibility for the accessibility plan
- 2) The accessibility plan will be reviewed annually and when a new pupils arrival is notified.

Getting hold of the Accessibility Plan

St Andrew's has the following priorities for making the plan available

- a) In hard copy from the office
- b) On St Andrew's website
- c) On request to the Head Teacher

Linked Policies

- School Improvement Plan
- SEND Policy
- Equality and Diversity Policy

Policy Adopted: November 2009

Reviewed: September 2024

Next Review: September 2027