



Owned by: SIMCE

Reviewed: Spring 2025

To be reviewed: Spring 2026

'Learn to love and love to learn; in God's love each one will shine'

St. Andrew's Church of England (VC) Primary School

Accessibility plan 2024-5 (From Equality Scheme)

Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the Governing Body of St Andrew's Church of England School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

Planning Duty 1: Physical Environment - Increase the extent to which disabled pupils can access the physical environment

	Increase the extent to which disabled pupils can access the physical environment							
	Issue	What	Who	When	Success Criteria	Review Spring 2025	Review Spring 2026	Review Spring 2027
Short term	To maintain safe, accessible pathways around the setting	Paths kept clear of leaves, branches, ice and snow.	School Caretaker (CT)	Daily – CT	That the paths around the school are kept clear of debris and trip hazards.	Paths continue to be monitored. Zig-zag path down to lower building needs monitoring as some slabs are slightly uneven.		
	Increase security of site while keeping access to school	Quotes being sought for additional fencing and gates into school carpark. Access for parents of disabled/injured children will still be allowed.	School Caretaker Office staff	Spring-Summer term 2024	That access to school grounds will be controlled and more secure	2 new gates are being purchased to develop security from car park. Bobtails putting gate from Parish Council car park.		
Medium term	To ensure that routes around the school are well lit	Outside lighting to be improved around library, zig-zag path and Early areas.	HT, Bursar Resource Governors	2025-26	That routes used during winter months (e.g to EYFS and library) are well lit.	New lights still to be purchased		
Long term	Disabled toilets in lower school	All classrooms in lower school have allocated	HT, Bursar		Would allow appropriate toileting	Budget constraints do		

		toilets- EYFS all recently updated. Year 1 toilets, in need of refurbishing. Consider addition of a wider disabled toilet to be installed at this time.	Resource Governors	Academic year 2026-7	facilities if needed by disabled child.	not presently allow this		
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Planning Duty 2: Increase the extent to which disabled pupils can participate in the **curriculum**

	Increase the extent to which disabled pupils can participate in the curriculum							
	Issue	What	Who	When	Outcome	Review Spring 2025	Review Spring 2026	Review Spring 2027
Short term	Highest possible standards/progress & learning in all curricular areas.	To provide an education that allows our pupils to achieve in a range of contexts enabling them to gain a wide range of skills & knowledge – this is embedded in our Curriculum Intent	HT Subject leaders Class teachers Subject Governors	On going	That our children progressively develop their knowledge and skills in all curricular areas. That all subjects have an equally high profile in our school and are championed by their subject leaders and subject linked governors	Curriculum Intent is strong – see Ofsted report Curriculum areas are developed and monitored by subject leads using with Subject SEFs. Governors support individual subject areas.		.

	To reduce the fluctuations between the attainment and progress of boys and girls	for boys and girls progress to be tracked in R,W and M – identify inequalities and take appropriate initiatives.	HT Subject leaders Class teachers Subject Governors	Termly monitoring	That boys and girls attainment and progress is equitable			
	To reduce the attainment and progress gap between vulnerable groups and non-vulnerable pupils.	<p>For vulnerable groups progress and achievement to be tracked and appropriate actions to be taken.</p> <p>to identify intervention strategies required to enable all pupils to make at least sustained progress or small step progress- as applicable.</p> <p>Tracking of PP funding to ensure allocation helps to - raise achievement, aspirations and cultural opportunities of PP pupils.</p>	HT SENDco and INco Subject leaders Class teachers Subject Governors	Termly monitoring	That termly progress and attainment measures (small steps progress, school, National data etc) show progress of the vulnerable groups	All DA are included in the updated PPG strategy, which focuses on key areas to support independence of learning. See PPG Strategy		

Medium term	<p>To ensure that attendance of all vulnerable groups reflects the school's average</p>	<p>Early identification of vulnerable children with low attendance</p> <p>Careful termly monitoring of these children and mapping of interventions</p> <p>Staff to work with Parents/carers to improve attendance</p> <p>SENDco and Inco to work with vulnerable families and help them access early intervention help.</p>	<p>HT, Office</p> <p>SENDco, INco</p> <p>Governors</p>	<p>Termly</p>	<p>That the attendance of our vulnerable groups improves on a termly basis until the percentages are in line with all children</p>	<p>New attendance policy- following HCC guidelines.</p> <p>The importance of good attendance advocated through:</p> <p>Newsletter, letters Information given to parents Meetings with parents/carers</p>		
	<p>Educate all re bias, prejudice & discrimination - empower all to oppose appropriately and effectively.</p> <p>Focus of Curriculum INTENT</p>	<p>staff to monitor language and behaviour of pupils – record and respond following school's behaviour policy.</p> <p>For staff and school to be proactive in educating pupils (e.g International weeks, anti- racism PSHE, through CW, celebrating differences, exploration</p>	<p>Governors</p> <p>Head</p> <p>All staff</p>	<p>Termly</p>	<p>That there are no racist incidents.</p> <p>That all children and staff treat all with respect at all times.</p>	<p>Opportunities identified in school curriculum to regularly celebrate achievements of global and British BME individuals and groups.</p> <p>Black History month focused</p>		

		of world faiths, visits, visitors etc)				upon British BME leaders. Reading books bought to support presentation of greater diversity of individuals.		
Long term	For reviewing our established curriculum to ensure that it continues to be adapted and accessible by all pupils whatever their need.	That there is a clear strategic link with the SDP and the curriculum, identifying areas which need training, resources and increased pupil participation.	HT Subject leaders Class teachers Subject Governors SLT	Termly	That staff continue to update their knowledge and understanding of the different subjects That resources, CPD are clearly linked with SDP and identified needs. That our children are firmly engaged in their learning and feel empowered to help develop areas which they wish to explore.	Focus upon metacognitive approaches to help all children see themselves as learners and be empowered to be less passive and more active learners.	.	

Planning Duty 3: Improve the availability of accessible **information** to disabled pupils.

	Improve the availability of accessible information to disabled pupils.							
	Issue	What	Who	When	Outcome	Review Spring 2025	Review Spring 2026	Review Spring 2027
Short Term	Pupils with speech and language difficulties have access to the curriculum	<p>Pupils given time to process language and respond</p> <p>Visual timetables , now and next strategies to be used</p> <p>Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials</p> <p>Advice and training sought from NHS Speech and Language therapists</p> <p>SALT (Speech and Language Team) programs followed in school</p>	<p>HT</p> <p>Subject leaders</p> <p>Class teachers</p> <p>Subject Governors</p>	Continuous	Curriculum more accessible to children with speech and language difficulties	<p>Focus in PPG strategy upon improving C&L opportunities for all.</p> <p>Early intervention (EYFS)</p> <p>Shared resources</p> <p>Training for staff</p> <p>Suitable resources</p>		
	To ensure all classrooms are dyslexic + autistic friendly	<p>Appropriate resources, pictorial displays for equipment</p> <p>Training for all staff</p>	<p>SENDco</p> <p>Class teachers</p>	Continuous	<p>Curriculum more accessible to children with dyslexic, autistic difficulties</p> <p>Increased success for pupils.</p>	<p>Classes set up appropriately.</p> <p>Resources purchased as necessary.</p>		

Medium term	To ensure that children are provided with positive information, images and role models of disability	For staff to ensure that they regularly use greater diversity books (which have been purchased) when planning their curriculum. Regular PSHE curriculum opportunities	HT Phase Leaders Subject leaders	2025	That the children understand issues of disability and are open minded and accepting.	CORAM scheme of work covers modules with disability discussed. CW often celebrates the achievements of bot disabled and non- disabled individuals.		
Long Term	That staff and children feel confident in using simple Makaton signing to help more effective communication.	Makaton club - for pupils staff to be trained in Makaton signing- Makaton signs around school	SENDco and INCo LSAs trained in Makaton	2025-26	That all staff and children are able to communicate more effectively with children with communication barriers	Staff member trained in Makaton Makaton signs up around school.		