



Accessibility Plan & Policy

November 2024

Aims

St Anne's Primary School aims to provide an inclusive, safe, caring and stimulating environment in which to learn. Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth. We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

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.

The plan will be made available online on the school website, and paper copies are available upon request. 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.

Responsibilities

The governors of the school are responsible for determining the content of the policy and the Headteacher for implementation.

Monitoring arrangements

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

It will be approved by [the governing board and Headteacher].

Links with other policies

This accessibility plan is linked to the following policies and documents:

- 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

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Practice	Objectives short and long term if needed	Person responsible	Date to be completed by	Notes
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ✓ Access to a portable ramp ✓ Corridor width ✓ Disabled toilets and changing facilities ✓ Library shelves at wheelchair-accessible height 	Disabled parking bay to be marked out on car park.	Head Teacher	Summer 2025	
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> ✓ Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') ✓ Create access plans for individual disabled children as part of the SEND (Special 	Go through at Governors meeting when new members join.	Headteacher	As required	

	<p>Educational Needs and Disabilities) process</p> <ul style="list-style-type: none"> ✓ Ensure staff and governors can access areas of school used meetings ✓ Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school ✓ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired ✓ Before meetings/school plays etc the fire escape arrangements are made clear to all 	<p>Newsletter to ask for feedback on access to the school annually</p> <p>Create PEEP (Personal Emergency Evacuation Plan) template for staff to use.</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ✓ Internal signage 	<p>Assess children's needs once start date is confirmed and plan accordingly.</p>	<p>Head Teacher</p>	<p>On-going</p>	

	<ul style="list-style-type: none"> ✓ Large print resources ✓ Braille ✓ Pictorial or symbolic representations when appropriate ✓ Classroom layout adaptations 				
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ✓ 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 weekly and termly as needed.	Head Teacher and Subject Leaders.	On- going	

All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> ✓ Ensure venues and means of transport are vetted for suitability o Develop guidance on making trips accessible 	Risk assessments and planning reflect arrangements	Head teacher and Class teachers	As required	
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> ✓ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school. ✓ Ensure there is a way of getting children with mobility issues/ wheelchairs to the hall, where sports clubs usually take place. 	Planning to reflect this	Head Teacher and Class teachers	As required	
Ensure disabled children can move from classrooms to the hall	<ul style="list-style-type: none"> ✓ Make sure the corridor leading up to the hall is clear of obstructions 	New displays and furniture installation permanent and non- permanent to be checked by Headteacher to ensure the correct amount of space has been allocated.	All staff	On-going	

Review PE curriculum to ensure PE is accessible to all pupils	✓ Review PE curriculum to include disability sports	Planning to reflect this when necessary.	Headteacher and PE Subject Lead	Annually	
---	---	--	---------------------------------	----------	--