



'Flourishing through love'

Accessibility and Action Plan 2024 - 2025



Aims

St Anne's C of E 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:

Risk assessment policy Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report and policy

Therapeutic Behaviour 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	Whom/ Timescale	Notes
Maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: <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.	School Caretaker In place/on-going	
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 Educational Needs and Disabilities) process ✓ Ensure staff and governors can access areas of school used meetings 	Go through at Governors meeting when new members join. Newsletter to ask for feedback on access to the school annually.	Headteacher /Assistant Headteacher/ SENCo In place/As required	

	<ul style="list-style-type: none"> ✓ Annual reminder to parents and carers through newsletter/ Class dojo to let them 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 	Create PEEP (Personal Emergency Evacuation Plan) template for staff to use.		
Improve the delivery of information to pupils with a disability	<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 ✓ Large print resources ✓ Braille when needed ✓ Pictorial or symbolic representations when appropriate ✓ Classroom layout adaptations ✓ Voice recording computer software 	The curriculum is reviewed to ensure it meets the needs of all pupils weekly and half termly as needed.	Head Teacher/ SENCo 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. ✓ Develop guidance on making trips accessible. 	Risk assessments and planning reflect arrangements.	Head teacher and Class teachers On-going	
Ensure disabled children can take part equally in lunchtime	<ul style="list-style-type: none"> ✓ Discuss with staff who run out of school clubs, and people 	Planning to reflect this.	Head Teacher and Class teachers	

and after school activities.	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.		As required	
Ensure disabled children can move from classrooms to the hall	✓ Make sure the corridors are clear of obstructions.	Any 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	

Approved by: awaiting FGB

Next review date: April 2025