# St Andrew's CE VC Primary School

***'Roots to grow, Wings to fly'***
*They will soar on wings like Eagles.*
***Isaiah 40:31***

# Accessibility Plan

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| Signed (Chair) | Name | Date<br>12th Feb 2026 |
| Signed (Head) | Name<br>Graham Pike | Date<br>12th Feb 2026 |
| Ratified by Governing Body on | | Next Review |

***Equality Impact Assessment (EqIA)***

*This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.*

***EqIA outcomes***

☐ *The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

# St Andrew's CE VC Primary School, Cromhall

# ACCESSIBILITY PLAN

## INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It is unlawful for a school to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination.
- Indirect discrimination.
- Discrimination arising from a disability.
- Harassment.

## DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment;
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months.
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

At St. Andrew's CE Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, mental, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This policy must be adhered to by all staff members, pupils, parents and visitors.

St Andrew's School plans, over time, when required, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

a) Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

b) Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this, they are in breach of the DDA). This covers teaching and learning and the wider

curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

c) Improve the delivery of **written information (both printed and electronic)** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information, when necessary, should be made available in various preferred formats within a reasonable time frame.

Within this plan, there are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years. Actions will be implemented as needs arise.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Data protection
- Admissions
- Anti- bullying policy
- Equal Opportunities and Diversity
- Staff Development including staffing policies and procedures
- Health & Safety (including off-site safety)
- Special Needs and Inclusion
- Behaviour policy
- School Development Plan
- Asset Management Plan
- Vision Statement

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Governing body. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The school's complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published on our school website.

The Plan will be monitored through the Finance, Health & Safety, Buildings and Pay Committee of the Governors.

The school will work in partnership with the local education authority and Gloucester Diocese in developing and implementing this plan.

The Accessibility Plan will be publicised via the school website. The school will supply the Accessibility Plan in a different format, if a request is made.

Monitoring: The school will demonstrate it is
meeting the requirements to have a Disability Equality scheme and action plan by:

- Assessing the impact of the activities on equality for disabled people
- Improving outcomes for disabled people
- Monitoring whether outcomes are improving for disabled people
- Using the results of that monitoring

| **Access to the Environment** | | | |
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| **Target** | **Strategy** | **Outcome** | **Timeframe** |
| To create a record of pupils, staff and parents/ carers with identified disabilities<br><br>All staff to be aware of the access needs of disabled pupils, staff, visitors and/or parents/ carers | Create access plans for individual disabled pupils as part of their provision plan | Individual plans to be in place for all disabled pupils and staff to be aware of all pupils' access needs<br><br>Improved confidence in terms of the school meeting the access needs of the community | As necessary |
| To ensure entry to school is accessible for wheelchair users | Request advice from LA | All common facilities are accessible with ramp access | On- going |
| To ensure that all disabled pupils and adults can be safely evacuated in the event of an emergency<br><br>To ensure all fire escape routes are suitable for all users | Set up plans for specific pupils and/ or adults<br><br>Inform all staff of their responsibilities<br><br>Fire evacuation plan monitored annually or as needs change<br><br>Records of all fire drill rehearsals to be made. 'Speed' & efficiency of evacuation to be reviewed immediately | All disabled pupils and adults and/or staff working with them, are safe and confident in the event of an emergency | As necessary |

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| | to inform any required modification to plan | | |
| **Access to the Curriculum** | | | |
| **Target** | **Strategy** | **Outcome** | **Timeframe** |
| To ensure all staff have access to specific training on disability issues when required | Information to be shared with appropriate staff (including Lunch & wrap around care) For example: teacher to teacher handover<br>Provide training for governors, staff, pupils & parents.<br>Discuss perception of issues with staff to determine the current status of school | Raises confidence of staff in strategies for adaption and increased pupil participation<br><br>Increased knowledge and understanding of needs<br>Whole school community aware of issues relating to access | On- going |
| All out of school activities are planned to ensure the participation of the whole range of pupils | Review all out-of school provision to ensure compliance with legislation | All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | As required |
| To ensure all staff are aware of and able to use any relevant SEN software and resources effectively | Run individual training sessions | Wider use of SEN assistive technologies in the classroom | As appropriate |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review & implement a preferred layout of furniture & equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | As necessary |
| To review all curriculum areas to include disabilities issues in relation to the requirements of the Equality Act 2010 | Arrange training for staff<br>Check polices | Disability issues incorporated into all curriculum areas and polices | As necessary |
| **Access to Information** | | | |
| **Target** | **Strategy** | **Outcome** | **Timeframe** |
| To review information to parents/ carers to ensure it is accessible | Consult parents/ Carers about access needs when a child is admitted to school<br><br>Review all letters/ | All school information will be available for all | On- going |

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| | emails home to check English used | | |
| Availability of written material in alternative formats when required | The school will make itself aware of the services available through the LA for converting written information into alternative formats | The school will be able to provide written information in different formats when required for individual purposes | As required |
| Raise the awareness of adults working at and for the school on the importance of good communication systems | Update staff training when opportunities arise | Awareness of target group raised | As required |