



Accessibility Plan

The Governing Body recognises its duty under the Disability Discrimination Act (as amended by the SEN and Disability 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;
- to produce an Accessibility Plan.

The Accessibility Plan

This plan is to be read in conjunction with our Inclusion Policy and our SEND Information report and Local offer. The plan aims to improve access to all aspects of education within St Andrew's and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to widen the opportunities for including more pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

Curriculum:

- Providing for all pupils a curriculum which is appropriate to their needs and learning styles. In addition, plan for an increase in the number of spaces available for small group work to support children with special needs.
- Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.

Physical improvements to increase access to education and associated services by:

- Ensuring that all the school buildings and grounds, where reasonably possible, are fully accessible to pupils with mobility, sensory and other impairments.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.

Improvements in the provision of information in a range of formats for disabled pupils by:

Providing for pupils and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities.

Improving access to the curriculum

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short term	To plan the steps needed to make the curriculum and extra-curricular activities accessible to a wider range of pupils and students.	To carry out audit of intervention / provision in FS, KS1 and KS2 curriculum and addressing any issues Review allocation of support staff To audit the curriculum timetable to establish whether it currently meets the needs of all of our pupils.	Staff awareness is increased with regard to the needs of pupils with disabilities. Curriculum accessible to all pupils who are appropriately supported	2017 Term 6	A curriculum that is more inclusive for all pupils.
		To review the SEND Policy and Inclusion Policy. To write the local school offer and amend provision in the light of reforms. Equalities/ teaching & learning? admission of pupils with medical needs?	Up to date policies	Annually	curriculum caters for the needs of children of varying abilities and with varying difficulties in accessing learning
Medium term	To improve areas of school which have negative impact	To ensure all new developments, where possible, comply with DDA.		ongoing	All pupils gain access to the curriculum.

	on child's ability to access the curriculum, particularly children with attention deficit problems or with dyspraxia, mental health or other SEND issues.	To improve entrance to old church and provide additional small group spaces – cornerstone project	Improved learning environment – children enabled to be more focused and have their needs met	Project completed	More pupils gain access to the curriculum.
		To hold INSET/Staff training in response to needs of pupils with disabilities and plan the changes to be made to the curriculum and extra curricular activities. This should include an element of staff training.	The changes to the curriculum and extra curricular activities are identified.	Ongoing	To raise awareness of all staff with regard to the needs of children with disabilities and how the curriculum and extra curricular activities should be adapted to meet these needs.
Long term	To review short and medium term targets in the light of new opportunities and legislation.	To review the new curriculum arrangements and make changes where appropriate.	A curriculum which builds on previous experiences.	ongoing	A more inclusive curriculum.
		To increase staff awareness of disabilities as appropriate.	Wider range of teaching styles used including Appropriate differentiation. Experts – eg Health – to provide CPD for all staff	ongoing	Improved confidence in staff for dealing with pupils with disabilities.

Physical improvements to the environment:

NB Peace Path? Top Playground Conservation area? Not accessible

	Targets	Strategies	Outcomes	Timeframe	Success Criteria
Short term	To ensure all new buildings and alterations are fully accessible to pupils with as wide a range of disabilities as possible subject to adequate funding.	To redevelop existing buildings. Any new build to be fully accessible to pupils with physical or sensory impairments.	Improved buildings will be accessible to all	ongoing	All new build is accessible to pupils with as wide a range of disabilities as possible. Centre courtyard accessible. Sanctuary fully accessible
	To look at ways of modifying the existing buildings, especially the hall, for greater access.	To take advice from B&NES officers and Hookways with reference to alterations and costings. Allocation of devolved funding/LCVAP as appropriate	To include any suggestions in the Premises Committee and sub-committees. Allocation of funding to support alterations	ongoing	Improvements to Hall, especially access through church doors

Formatted Table

Formatted: Centered, Indent Left: 0.2 cm, Right: 0.2 cm

	Premises committee to draw up and implement Buildings Action Plan.	Identify and stagger phased areas of development.	Clear phased plan of action.	ongoing	Building action plan achievements met.
Medium term	Future decoration of buildings to cater for visually impaired pupils.	To take appropriate advice with reference to guidelines.	Improved classroom accessibility for visually impaired	ongoing	Greater accessibility and comfort for pupils with disabilities.
	<p>To introduce ramps and handrails to existing buildings.</p> <p>To improve sound insulation</p> <p>To improve hall floor – so that it is even and non-slip</p>	<p>To conduct full audit of areas requiring ramps and handrails.</p> <p>To improve signage.</p> <p>To identify areas where improvements are needed eg ramp from hall to playground</p>	<p>Improved access to areas for wheelchair users.</p> <p>To create wheelchair access to hall from Julian Road</p> <p>Clear signage throughout the site</p> <p>All external areas of the school are accessible.</p> <p>Reduction of disturbance caused by excessive sound eg through use of acoustic matting – sound boards/curtains in hall/sanctuary soundproofed</p>	ongoing	building adapted wherever possible.

Long term	To make the whole school fully accessible, including sanctuary and conservation area within the bounds of funding	To look at the use of lifts, ramps, slopes and separate access for pedestrian and vehicular use. Where ramps are not possible, provide alternate locations / facilities such that access to facilities can be maintained.	Whole school is fully accessible	Ongoing	Full access gained to all areas .
------------------	---	--	----------------------------------	---------	-----------------------------------

Improving provision of information

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short Term	Provide information in a variety of languages as appropriate ensure parents and pupils have wider access to information. Large Print available Ipad for pupils with high level of SEND	Use interpreters To liaise with B&NES specialist staff with reference to different formats of information. e.g.Sensory Support services, Ethnic minority service (Kickstart).	All parents and children able to access information Pupils with SEND can access curriculum easily	ongoing	All parents are fully included and language is not a barrier ICT used to support learning
Medium	Letters re Health to	Secretary to liaise with	All parents	ongoing	Parents

term	parents available in other languages	PHEngland	accessing health information for their children		fully informed
Long term	To establish support groups or networks for parents of children with specific disabilities/needs	To engage with outside agencies including school nurse.	Wider support for parents and community.	ongoing	Parents of disabled pupils feel supported and families feel better connected

The Disability Access Plan was adopted by the Governors Premises/Health & Safety Sub Committee on 26th January 2010 , reviewed in 2015.

Presented to governors for review February 2017