

# Accessibility Plan 2023-2026

## St Andrew's CE (VA) Junior School

### Accessibility Plan and Policy



Title	Accessibility Plan and Policy
Version	2
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Author	St. Andrew's CE (VA) Junior School
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Modification history			
Version	Date	Description	Revision author
1.0	September 2017	Updated and new plan	AJ
1.1	October 2018	Updated 1.1 & 3.1	AJ
1.2	September 2019	Reviewed	AJ
1.3	September 2020	New 3 year plan written	AJ
1.4	September 2021	Reviewed	LR
2	September 2023	New 3 year plan written	AJ

# Accessibility Plan 2023-2026



## ST. ANDREW'S CE (VA) JUNIOR SCHOOL

*"Promoting Excellence Within a Caring Christian Community"*

### Accessibility Plan & Policy

#### **1. Aims**

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Our school vision is to 'Promote excellence within a caring, Christian environment'. This plan aims to ensure our vision is adhered to. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, 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.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school works alongside specialist teams from the specialist SEND Calderdale team and ensures that advice is sought to meet the needs of all pupils, staff and visitors to our school.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and carers, staff and governors.

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## **2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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### Action Plan A – Improving Physical Access

	Focus Area	Actions	Time Scale	Priority	Cost	Who is responsible
1	To ensure all rooms are clearly labelled both inside and outside the school building	Add classroom signs to the outside of the doors showing names and year groups. Signs showing the way to the main entrance and to the classrooms need adding.	Autumn 2023	1	£250	SBM
2	Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Ensure new equipment such as replacing the trim trail can be accessed by all pupils. Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.  Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	Academic year 2023-2024	3	£10,000	SMT

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4	Lighting in the playground is poor	During after school pick ups, the lighting on the main path and to Kids Club and around into the playground is not sufficient. Additional lighting to be added.	Academic year 2023-2024	5	TBC	SBM
5	Contrasting surfaces at the top and bottom of the steps in the playground	Contrasting surfaces to be added to the top and bottom of the steps in the playground. Railing to be extended to the last step as it currently misses	Academic year 2024-2025	6	£350	SBM
6	New lighting	If new lighting is installed, adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas.	When new lighting is installed in school. This could be 2024-2025 (budget depending)	7	£14,000	SBM
7	New classroom blinds	Blinds in classrooms are tangled and broken and unable to close properly. New blinds (without the cords at the bottom) to be installed in each classroom. This can reduce visual stress.	Autumn 2023	2	£3000	SBM and HoS

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9	Shelves to be added to the disabled toilets (x3)	Shelf for disabled users to be able to put products on and reach from the toilet.	Academic year 2023-2024	4	£200	SBM
11	Sign to be added to the calm room to also call it a prayer room	Small sign outside Calm Room to be added to call it a prayer room	Academic year 2023-2024	1	0	HoS

### Action Plan B – Improving Curriculum Access

	Focus Area	Actions	Time Scale	Priority	Cost	Who is responsible
1	Ensure children with physical disabilities can access the books on their level in the library	TAs to go with students to the library and move levels around if particular children cannot reach.	Ongoing depending on children and their levels	1	£0	TAs

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### Action Plan C – Improving the Delivery of Written Information

	Focus Area	Actions	Time Scale	Priority	Cost	Who is responsible
1	Sign to be added to the entrance of the car park to show where the disabled parking space is available	Add a sign to the car park showing where the disabled parking is	Year 2023-2024	2	£125	SBM
2	Enlarged plan of the building to be provided for any visitor with visual impairment.	To ensure this is available for when a visitor comes.	Ongoing	3	0	Office staff
4	Video showing a tour of the school with someone signing.	HoS to ask the SEN team to support with this	2023-2024	4	0	HoS

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## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Senior Leadership Team (SLT).

It will be approved by governing board every 3 years.

## **5. 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) core offer
- SEND policy
- Supporting pupils with medical conditions policy