St. Andrew's School.
Policies and Procedures.

Accessibility Plan 2025-2028

Introduction

This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010 and supports the school's duties under the Equality Act 2010

This plan should be read alongside the school's Equality Policy, SEND Policy, Admissions Policy, Behaviour Policy, Safeguarding and Child Protection Policy, Supporting Pupils with Medical Conditions Policy and Health and Safety Policy.

Education Development Trust (the Proprietor) are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
The Headteacher has day-to-day responsibility for implementing this plan, supported by the SENDCo, Senior Leadership Team and Governors.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of disability, race, religion or belief, sex, gender reassignment, pregnancy or maternity, marriage or civil partnership, age or sexual orientation.
We are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations in accordance with the Equality Act 2010.

St Andrew's School plans, over time, to improve accessibility for all pupils, staff, parents and visitors.
This Accessibility Plan covers the period September 2026 to August 2029.
The plan will be reviewed annually by the Governing Body/Proprietor and updated sooner where significant changes occur.

The Accessibility Plan aims to:

- Improve access to the physical environment.
- Increase access to the curriculum through reasonable adjustments.
- Improve access to information.
- Improve access to extracurricular activities, educational visits, residential visits and wider school life.
- Ensure accessibility is considered in all future building developments and refurbishment projects.
- Support pupils with medical needs to access education safely.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.
The definition of disability is taken from Section 6 of the Equality Act 2010.

Aims of the Policy

St Andrew's School is committed to ensuring that disabled pupils are able to participate fully in school life.
We aim to:

- remove barriers to learning
- promote equality of opportunity
- make reasonable adjustments
- improve accessibility over time
- promote independence

- encourage inclusion and participation in every aspect of school life.

Key Objectives

- To reduce and, where possible, eliminate barriers within the school community thus making "reasonable adjustments" in matters of admission and education.
- To ensure that disabled pupils are not treated less favourably.
- Ensure compliance with the Equality Act 2010.
- Ensure all staff understand their responsibilities regarding reasonable adjustments.
- Improve awareness of disability equality through staff training.
- Ensure accessibility is considered during curriculum planning.
- Monitor outcomes for disabled pupils.

Principles

Compliance with the DDA is consistent with St. Andrew's School's aims and Equal Opportunities Policy and the operation of St. Andrew's School's Special Educational Needs Policy. St. Andrew's School recognises its duty under the DDA (as amended by the SENDA)

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services.
- Not to treat disabled people less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Keeping Children Safe in Education
- Independent School Standards Regulations.

St. Andrew's School recognises and values parent's knowledge of their child's disability and its effect in his/her ability to carry out normal activities and respects the parents and child's rights to confidentiality.

St. Andrew's School provides all of its pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum framework, which underpins the development of a more inclusive curriculum by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

Activity

a) <u>Education and related activities</u>

St. Andrew's School will continue to:

- make reasonable adjustments for disabled pupils
- provide auxiliary aids and services where appropriate
- ensure educational visits are risk assessed for accessibility
- adapt teaching strategies
- provide assistive technology where appropriate
- seek advice from specialist agencies

b) <u>Physical Environment</u>

St. Andrew's School we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information
St. Andrew's School will make itself aware of local services, including those provided through the LA.

d) Admissions
St. Andrew's School will not use disability as a factor in the selection of pupils. The school will however make an assessment of the needs of the child and be certain to be able to fully meet the needs of the child before a place can be offered.

e) Medical
The school will support pupils with medical conditions in accordance with the Medical Policy. Individual Healthcare Plans will be developed where appropriate in partnership with parents and healthcare professionals.

Monitoring and Review

This plan will be:

- reviewed annually
- formally updated every three years
- monitored by Governors
- informed by accessibility audits
- informed by feedback from pupils, parents, staff and visitors.

Roles and Responsibilities

Proprietor

- approve the Accessibility Plan
- monitor compliance

Principal

- implement the plan
- ensure reasonable adjustments
- allocate resources

SENDCO

- coordinate support
- advise staff
- monitor provision

Site Manager

- oversee premises accessibility

Staff

- implement reasonable adjustments
- identify barriers
- promote inclusion

Success Measures

The success of this plan will be measured through:

- increased participation by disabled pupils

- improved accessibility of the site
- positive parent feedback
- reduction in barriers identified
- successful completion of accessibility actions
- annual Governor review

Action Plan

The school occupies a Victorian building and recognises that some structural adaptations may not be immediately achievable.

Where physical alterations are not reasonably practicable, alternative reasonable adjustments will be implemented to ensure disabled pupils can access education.

Examples include:

- relocating classrooms;
- adapting timetables;
- providing alternative teaching spaces;
- providing additional adult support where appropriate.

The Governing Body and Principal will monitor progress against this Accessibility Plan annually. The SENDCO will coordinate implementation. Progress will be reported to Governors each year. (See Appendix 1)

Linked policies

- Special Educational Needs Policy
- Policy for School Trips
- Admissions Policy
- Equal Opportunities
- Curriculum Policy

Appendix 1: St. Andrew's School Accessibility Plan 2025-2028

Target	Strategies	Timescale	Responsibility	Monitoring	Success Criteria	Achievement so far/ ongoing plans
Improving Access to the Physical environment						
School Buildings To make the school site as accessible as possible	St. Andrew's will take into account the needs of disabled pupils when planning and undertaking future improvements and refurbishments of the site and premises.	August 2026, 2027 & 2028	SLT EDT	SLT Education Development Trust	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.	Reasonable adjustments are made to enable pupils, staff and visitors with disabilities to access the school wherever practicable. The premises are reviewed regularly to identify barriers to access. The school adopts a proactive approach to removing barriers wherever reasonably practicable.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying	July 2026, 2027 & 2028 One to one support as timetabled	SLT Teachers	SLT	Reasonable adjustments have been made Safe evacuation in an emergency.	

	training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Evidence of pupil referrals as the need arises				
Classrooms Ensure that all classrooms are adjusted to reflect the needs of the child with disability	Plan classrooms in accordance with pupil need. Organise resources within the classroom to reflect pupil need.	2 weeks prior to the child starting school. By 2nd week of the child starting school	SLT Assistant Principal (P & L) Teachers	Principal Education Development Trust	Appropriate use of resources for diverse needs of specific pupil with disability.	Classrooms and learning spaces are reviewed and reorganised where necessary to accommodate individual accessibility needs. New classroom design implementation are still ongoing.
Improving Access to the Curriculum						
Reflect identified area of need for lesson planning and delivery	Staff training on disability awareness to reflect needs of pupils within the school. Purchase resources to increase pupil participation	2 weeks prior to the child starting school if training not already received. By 2nd week of pupil entering school.	Principal Assistant Principal (P & L) Staff	Principal SLT Education Development Trust	Child with disability has full access to the curriculum with reasonable adjustments made. Success evidenced in lesson planning, resources, learning outcome	Pupils with additional needs are supported through targeted interventions, including small group or 1:1 support where required. Teachers routinely differentiate learning activities to meet the needs of pupils with a range of abilities and additional needs. The school ensures that pupils with disabilities are not disadvantaged in accessing the curriculum through systematic reasonable adjustments. Barriers to learning are identified early and addressed through targeted support and adaptive teaching. All pupils are enabled to participate in a broad and balanced curriculum regardless of need, wherever reasonably practicable.
To increase access to the curriculum for disabled pupils	a) To ensure staff deliver a differentiated curriculum that takes into account the need/s of the different types of learners. b) Training for staff particularly those working at EYFS c) To liaise with pre-school providers to prepare for the new intake of pupils and better understand their need/s.	Spring 2026 / 7/ 28 Summer 2026/27/28	Assistant Principal (P & L) Teachers/ TAs	Principal SLT Education Development Trust	Fully differentiated curriculum in place and increased pupil participation Early intervention given following early identification Provision ready in place for when the child/ren start school	
Ensure relevant staff are aware of, and able to use, SEND resources	a) Audit all SEN resources b) Run individual training sessions on use of SEN resources e.g. Five Minute Box	Spring 2026/27/28	Teaching assistants and teachers	Assistant Principal (P&L)	Wider use of SEND resources to improve learning experiences	

	c) Introduction of other resources e.g. anxiety and anger management interventions					
To establish and work in partnership with outside agency for pupils with additional needs	a)Agencies working with children with barriers to lead Inset for staff. b) Facilitate regular meetings/ discussion for school support of sessions as instructed by outside professionals c) Working in close collaboration	Continued link with outside agency as evidenced via documents	Assistant Principal (P & L)	Principal SLT	Teachers and other staff will be confident and competent when working with children who may have additional need/s. Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.	
Aids and Equipment	To use provision mapping and analysis of need to ensure that school has resources that are appropriate to the needs of our community.	Send budget 2026, 2027, 2028	Assistant Principal (P & L) and Teachers	Principal Assistant Principal (P & L)	All teachers can access aids and equipment as appropriate.	
Review differentiation			Teachers &Teaching Assistants	SENCO	Pupils access curriculum successfully	
Equality and Inclusion						
To improve staff awareness of disability issues and ensure all staff are aware of disabled children's curriculum access	Review staff training needs. Provide training for members of the school community as appropriate. Assistant Principal (P&L) continues to champion pupil needs and act in consultative role	Educare training, staff meetings and SENCO support as required	Assistant Principal (P & L)	Principal SLT	All staff aware of individual pupils' access needs and are meeting their needs. Whole school community aware of issues.	The school has an up-to-date Equality Policy which is reviewed regularly and underpins all aspects of school life. The school actively promotes respect for diversity and difference through assemblies, PSHE and the wider curriculum. The school promotes a culture of inclusion where all pupils are valued and respected regardless of individual need or background. Inclusion is central to the school's ethos and is reflected in curriculum planning, behaviour expectations and pastoral care.
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Summer Term 26/27/28	Principal Assistant Principal (P & L) SLT Staff	Principal Education Development Trust	Policies reflect current legislation	

Improving access to information						
Availability of newsletters and school documents in alternative formats	Newsletters, school documents and pupil resources can be given in alternative formats as required. Interpreter access to parents	Two weeks prior to the child starting.	School Office Admission Officer Business Manager	Principal Education Development Trust	Information to pupils with disabilities and parents/carers will be improved.	Inclusion is central to the school's ethos and is embedded in curriculum planning, behaviour expectations and pastoral care, ensuring that pupils are supported to participate fully in school life. Use of surveys and regular newsletters.
Continue to seek the views of parents as important stakeholders	Use of Home School Records Surveys Suggestion boxes SAPTA Parent Council	Annual survey	SLT Staff	SLT	Parent's opinions will be sort regularly and voices heard and inform an action where required	
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Before admission	Admission Officer School Office SLT Staff	Assistant Principal (P & L)	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education	
Annual review to monitor Accessibility Plan	Plan reviewed annually.	Yearly	Assistant Principal (P&L)	Principal Education Development Trust	Accessibility plan up to date and reflects needs of particular disabilities within the school.	
Medical Needs						
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent discussions, liaise with external agencies, identifying training needs and establish individual plans where needed.	With immediate effect to be constantly reviewed	Principal SLT School Office staff	Principal Education Development Trust	Pupils medical needs will be fully met as best by relevant staff.	The school has clear procedures in place to support pupils with medical conditions, including asthma. Individual Healthcare Plans are created where a pupil's needs are complex or require specific management, while other pupils are supported through general care arrangements and emergency protocols.

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Assistant Principal
St. Andrew's School

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