

Accessibility Plan **(2025-2028)**

Leasingham St. Andrew's Church of
England Primary School

‘Everything you do, do in love’



Reviewed and updated: December 2025

Next review: December 2026

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. This is in keeping with our school vision, outlined below:

‘Everything you do, do in love’

At St. Andrew’s, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

‘Love one another, as I have loved you’ John 13:34

The plan is 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’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.

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.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. It will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements, and whether aids have been made available through the Special Educational Needs route.

Monitoring Arrangements

The Accessibility Plan covers the period from December 2025 – December 2028. It will be reviewed by the Full Governing Body on an annual basis.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Section 1 : Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

St Andrew's Church of England Primary School currently ensures full participation of all children in the curriculum through appropriate adaptations tailored to individual needs. The school benefits from a highly skilled team including teachers, support staff, SENCO and Pastoral Lead, who collaboratively create an inclusive learning environment. This inclusive ethos aligns with the school's vision, supporting every child to achieve their best. The school's commitment to responding to children's needs is evidenced by its ongoing refinement of SEND plans and its focus on addressing concerns raised by parents. The school's strong pastoral care and positive behaviour strategies further support disabled pupils' engagement and success in the curriculum.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Respond promptly and effectively to emerging needs of pupils with disabilities to support curriculum participation	<ul style="list-style-type: none">- Maintain regular and timely communication between classroom teachers, SENCO, and pastoral staff to identify emerging needs quickly- Implement flexible assessment and feedback systems to detect learning barriers early- Provide ongoing training for staff as necessary on adapting teaching approaches based on pupil needs- Engage parents and pupils in regular review meetings to update needs and preferences promptly- Use observation and monitoring to identify any changes in pupil needs during the school year	<ul style="list-style-type: none">- Emerging needs are identified and addressed within two weeks of recognition- Adaptations or interventions are implemented swiftly and reviewed regularly- Positive feedback from parents and pupils on responsiveness- Evidence of improved or sustained engagement of disabled pupils in curriculum activities	Senior Leadership Team, SENCO, Class Teachers, Pastoral Lead, Support staff	Ongoing, reviewed termly

Enhance individualised curriculum adaptations to increase accessibility and independence	<ul style="list-style-type: none"> - Develop and update individual pupil plans with clear, specific curriculum targets - Provide resources and assistive technology tailored to individual needs - Train staff to differentiate curriculum content and delivery effectively - Monitor pupil progress against targets and adjust support accordingly - Promote pupil self-awareness and self-advocacy in learning needs and strategies - Ensure sensory room (sunshine room) is fit for purpose in terms of meeting specific needs of our children. 	<ul style="list-style-type: none"> - All pupils with disabilities have up-to-date, precise curriculum targets - Increased independence demonstrated by pupils in curriculum tasks - Staff demonstrate confidence and consistency in curriculum adaptations - Progress data shows improvement or maintenance of expected progress for disabled pupils 	Senior Leadership Team, SENCO, Class Teachers, Support staff	Reviewed termly, implemented throughout the year
Strengthen collaboration with parents and external agencies to support curriculum participation	<ul style="list-style-type: none"> - Schedule regular parent meetings focused on curriculum access and progress - Incorporate parent and pupil feedback into planning and reviews - Liaise with external specialists to secure targeted support and advice - Provide parents with accessible information about curriculum adaptations and support strategies 	<ul style="list-style-type: none"> - High attendance and active participation in review meetings - Documented evidence of parental and pupil input in plans - External agency recommendations are integrated into curriculum adaptations - Parents report feeling informed and involved in curriculum decisions 	Senior Leadership Team, SENCO, Class teachers	Termly meetings, ongoing communication
Foster a whole school culture that promotes inclusion and understanding of disability in curriculum participation	<ul style="list-style-type: none"> - Deliver whole staff training on disability awareness and inclusive teaching practices when required. - Embed disability equality and inclusion in curriculum themes - Encourage pupil leadership roles that 	<ul style="list-style-type: none"> - Staff demonstrate increased confidence and knowledge in inclusive practice - Curriculum and school activities reflect inclusion and disability awareness 	Senior Leadership Team, SENCO, Class teachers,	Annual training, ongoing cultural embedding

	<p>promote inclusivity and peer support</p> <ul style="list-style-type: none"> - Regularly review school policies to ensure they support inclusive curriculum participation 	<ul style="list-style-type: none"> - Pupils actively engage in roles promoting inclusivity - Policies are updated and communicated effectively to staff and parents 	Support staff.	
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Section 2: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

St Andrew's Church of England Primary School has made significant adaptations to ensure that the physical environment is accessible and welcoming for pupils and adults with disabilities. The school site includes ramps that provide step-free access to all classrooms and key areas, ensuring smooth movement for wheelchair users and those with mobility difficulties. Corridors are designed to be wide enough to accommodate wheelchair access comfortably. Practical facilities such as disabled toilets and changing facilities are available, supporting the needs of pupils requiring additional personal care. The car park includes a designated disabled parking bay, and electronic gates facilitate easy entry for vehicles displaying disabled blue badges, enhancing convenience and safety. Additionally, shelving is positioned at wheelchair-accessible heights to promote independence in accessing resources. These measures align well with the school's inclusive vision and values, supporting all children to participate fully in school life. The school's commitment to timely responses to changing access needs complements its OFSTED and SIAMS-acknowledged inclusive culture and ongoing development priorities.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
To respond to the changing access needs of children and adults in a timely manner	<ul style="list-style-type: none">- Establish a clear process for identifying and reviewing the accessibility needs of pupils and staff upon admission and throughout the school year.- Consult regularly with pupils, parents, and staff to identify emerging access needs.- Maintain a log of requests and actions taken to ensure accountability and timely responses.	<ul style="list-style-type: none">- Documented process in place and communicated to all stakeholders.- All identified access needs addressed within reasonable timescales- Positive feedback from pupils, parents, and staff regarding responsiveness.	Headteacher, Business Manager, Caretaker, Resources Committee (Governors)	Immediate and ongoing; first review within 3 months, then termly

<p>To maintain and improve physical access routes and facilities in line with changing needs</p>	<ul style="list-style-type: none"> - Conduct an annual audit of physical access routes, including ramps, corridors, doors, parking, and toilets. - Identify any areas needing repair, upgrade, or enhancement. - Prioritise actions that remove barriers or improve safety and convenience for disabled users. - Ensure signage is clear and accessible, including tactile or braille where appropriate. 	<ul style="list-style-type: none"> - Annual audit included within Health and Safety monitoring calendar and reported to governors. - All identified issues addressed within reasonable timescale of the audit - Signage updated where needed and positively evaluated by users. - No reported incidents of access difficulties related to physical environment. 	<p>Headteacher, Business Manager, Caretaker, Resources Committee (Governors)</p>	<p>Annual audit included within Health and Safety Monitoring Calendar. Actions completed within a reasonable timeframe.</p>
<p>To keep resources and learning environments accessible and inclusive for disabled pupils</p>	<ul style="list-style-type: none"> - Review classroom layouts annually to ensure wheelchair accessibility and ease of movement. - Provide adjustable furniture and equipment as required. - Train staff to recognise and address physical access barriers in learning spaces. 	<ul style="list-style-type: none"> - Classrooms and learning spaces confirmed accessible by SENCO and site manager annually. - Adjustable furniture/equipment available and used appropriately. - Staff report confidence in managing physical access needs in learning environments. 	<p>SENCO, Class Teachers & Site Manager</p>	<p>Annual review (Autumn Term)</p>

Section 3: Improve the availability of accessible information to pupils with disabilities

Current Good Practice

St Andrew's Church of England Primary School currently demonstrates a strong commitment to making information accessible to all pupils, including those with disabilities. The school utilises clear internal signage and an entrance television screen to support communication and navigation within the school environment. Teaching resources are adapted through the use of large print materials and pictorial or symbolic representations, ensuring that pupils with diverse needs can access learning content effectively. Additionally, teaching assistants play a key role in reinforcing instructions by repeating and clarifying information, which supports pupils who may require additional communication support. This approach aligns with the school's inclusive ethos and values, as highlighted in the school vision and OFSTED and SIAMS recognition of the school as a welcoming, family-like environment. The focus on accessible information also supports the school's ongoing development priorities, including improving teacher assessment and addressing the needs of pupils with SEND, ensuring they are clear about their targets and how to improve.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
To respond effectively to the changing needs of children and adults requiring accessible information formats	<ul style="list-style-type: none">- Conduct regular audits of pupil and adult needs for accessible information formats, including consultation with pupils, parents, and staff.- Establish a system for timely identification and recording of new accessibility needs.- Provide training for staff on available communication tools and accessible formats.- Review and update communication resources annually to include new formats as needed.- Ensure all key school communications	<ul style="list-style-type: none">- Comprehensive and up-to-date record of accessibility needs is maintained.- Staff demonstrate increased confidence and skill in using accessible communication methods.- Positive feedback from pupils and parents regarding accessibility of information.- All requested accessible formats are provided within a reasonable timeframe.	Senior Leadership Team/SENCO	Ongoing

	(letters, newsletters, policies) are available in accessible formats upon request.			
To increase the availability and use of alternative communication formats across the school	<ul style="list-style-type: none"> - Develop a bank of accessible resources, including audio recordings, Braille, large print, and symbol-supported texts where required. - Integrate technology solutions such as text-to-speech and speech-to-text software in classrooms if/where required. - Promote use of visual timetables and symbols in all classrooms. - Ensure the school website and digital communications comply with accessibility standards. - Collaborate with external specialists to access and implement best practice tools and resources. 	<ul style="list-style-type: none"> - Increased range of accessible materials available in classrooms and for home use where required. . - Evidence of technology being routinely used to support communication in lessons where required. - Classroom environments consistently use visual supports. - School digital platforms meet recognised accessibility guidelines. - Specialist advice is sought and acted upon. 	Senior Leadership Team, SENCO, Computing Subject Leader, Class Teachers, Support staff.	Ongoing
To ensure timely and appropriate communication of information to pupils with disabilities and their families	<ul style="list-style-type: none"> - Establish clear protocols for responding to requests for information in alternative formats. - Provide training to administrative staff on handling accessibility requests. - Monitor and evaluate the responsiveness and effectiveness of communication with disabled pupils and families. - Regularly update parents and pupils on available communication support and accessibility options. 	<ul style="list-style-type: none"> - All accessibility requests are fulfilled within agreed timescales. - Administrative staff demonstrate understanding and competency in managing accessibility needs. - Positive survey responses from parents and pupils regarding communication effectiveness. - Documentation of communication support offered and used. 	Senior Leadership Team, SENCO, Administrative Staff	Immediate and ongoing, reviewed biannually

<p>To embed a culture of inclusive communication throughout the school community</p>	<ul style="list-style-type: none"> - Include accessible communication principles in staff induction and professional development. - Raise awareness among pupils about different communication needs and promote empathy and support. - Regularly review and celebrate inclusive communication successes in Collective Worship and newsletters. - Involve pupils with disabilities in planning communication improvements. 	<ul style="list-style-type: none"> - All new staff receive training on accessibility communication. - Pupils demonstrate understanding and respect for diverse communication needs. - School community recognises and values accessibility efforts. - Pupil voice actively contributes to accessibility planning. 	<p>Senior Leadership Team, SENCO, Class Teachers, Support staff</p>	<p>Ongoing</p>
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