ST. ANDREW'S C. OF E. PRIMARY SCHOOL

ACCESSIBILITY PLAN

Approved by:	Headteacher	**Date:**	Autumn 2026
Last reviewed on:	November 2026		
Next review due by:	Autumn 2029		

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

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.

The School Vision is that 'there is no difference between the one who plants and the one who waters. God will reward each one according to the work each has done.' 1 Corinthians 3 verse 8

At St Andrew's, we have a code of practice that supports inclusion and enables all pupils to celebrate the diversity of our community.

We identify unacceptable behaviour (racist, sexist, discriminatory or harassing) and offer strategies for dealing with the perpetrators and provide support for the victims.

All staff take responsibility for these issues in all aspects of school life.

All individuals within the school are:

- Entitled to learn, teach or work in a non-threatening and supportive environment in which self-esteem is enhanced.
- Valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

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

The school will ensure that the accessibility plan is available through its published school information and reflected in the SEN information report, alongside information about admission arrangements for disabled pupils, steps taken to prevent less favourable treatment and facilities provided to support access.

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. We work closely with the London Borough of Hillingdon and the London Diocesan Board for Schools.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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, staff and governors.

2. Legislation and guidance

This document meets the requirements of Schedule 10 to the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. It also takes account of the Children and Families Act 2014, the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, and relevant school publication requirements.

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a "substantial" and "long-term" adverse effect on their ability to carry out normal day-to-day activities.

Under the Equality Act 2010, "long-term" generally means that an impairment has lasted, or is likely to last, at least 12 months, and "substantial" means more than minor or trivial. The definition includes sensory impairments such as those affecting sight or hearing, and may include long-term health conditions such as asthma, diabetes, epilepsy and cancer where the statutory test is met.

Schools are required to make reasonable adjustments for disabled pupils under the Equality Act 2010, to avoid substantial disadvantage compared with non-disabled pupils. This can include, for example, reasonable changes to policies and practices and the provision of auxiliary aids and services. The duty to make reasonable adjustments does not itself require schools to alter physical features; improvements to the physical environment are addressed through accessibility planning.

Under Schedule 10, the school must keep its written accessibility plan under review, revise it where necessary, implement it and have regard to the resources needed. Information for disabled pupils should be provided within a reasonable time, taking account of their disabilities and any preferences expressed by pupils or parents.

Review note (November 2026): The actions and dates in the table below are retained from the 2022 plan as a historical record. Their completion, current relevance, owners and replacement deadlines must be verified by the school before this draft is approved. No completion status has been assumed.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	Resource storage to be more accessible ICT resources to support curriculum delivery more effectively Increase access to curriculum resources to support pupils with a disability Increase number of mouse pads, keyboards, ICT resources for children with disabilities	Dictation added to all pupil laptops Head sets to enable pupils to dictate in class.	Head Teacher	April 2023	Children with disabilities will be able to access the curriculum effectively and have a variety of ways to show their learning.
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:*	Improve lighting in all areas	Apply for funding through LDBS for the uneven surfaces as part of DFC or LCVap	Head Teacher		. Children with mobility issues will be able to

	• *Ramps* • *Corridor width* • *Disabled parking bays* • *Disabled toilets* • *Railings* • *Furniture and accessories to support those with physical disabilities* • *Carpeting in all classrooms* • *Low level furniture and units as needed*	Improve insulation for sound in all areas and sound quality Improve uneven flooring and areas inside and outside Blinds in all rooms to improve lighting and ability to see IWBs				move safely around the school
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Visual timetables* • *Large print resources* • *Audio systems* • *Pictorial or symbolic representations* • *Activpanel and IWBs*	Improve IWB display – replace current older boards Continue to use pictorial resources where possible Consider coloured copies if needed Make enlargements as and when needed	Raise funds to be able to purchase 1 more Activpanel Ensure all technology is working effectively All staff to enlarge or colour copy information as needed	Head Teacher Azteq All staff	September 2023 January 2023 When needed	All classes will have adequate IWBs with high quality sound and vision All children will be able to see and hear relevant information effectively

The governing body will monitor progress against the three statutory aims and ensure that actions, resources, responsibilities and timescales are updated following the school's accessibility audit. The school will keep the plan under review throughout its period of operation.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

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

Review note (November 2026): This audit records the position described in 2022. The school should recheck site conditions, accessibility arrangements and outstanding actions, including evacuation arrangements and individual personal emergency evacuation plans (PEEPs) where appropriate. The information below has not been independently verified.

- Equality Objectives

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One – except for staff access	Consider provision for staff with disabilities as there is no lift	Head Teacher	As needed
Corridor access	Mainly wide enough	Ensure clutter is minimal and there are no obstructions	All staff	Daily
Parking bays	1 disabled parking bay	Ensure only those with disabled badges use this space	Head Teacher	Daily
Ramps	Some uneven flooring	Regular maintenance on uneven carpeting as needed. Secure funding to improve external ramps and uneven flooring	Head Teacher	As needed
Toilets	2 x disabled toilets	One in EYFS and adaptations made to KS1. Adapt KS2 when necessary.	Head Teacher	As needed
Reception area	Mainly accessible	Ensure free of clutter and extra furniture	Admin staff	ongoing
Emergency escape routes	Accessible	Complete PEPs for relevant pupils for emergency evacuations	Deputy Head	As needed