

## St Andrew's Methodist Primary School

### Accessibility Plan 2024 -2027

#### *'Striving for Excellence- together as one with God'*

St Andrew's Methodist Primary is a one form entry, smaller than average size primary school with 238 pupils on roll (January 2024).

#### **Overall aim**

Our school vision reflects our commitment to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

#### **Legislation and guidance**

At St. Andrew's Methodist Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind this Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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 Accessibility Plan will contain relevant actions to:

- Improve awareness of **Equality and Inclusion**.
- Improve access to **the physical environment** of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also

covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### **Special Educational Needs and/or Disabilities (SEND)**

This document meets the requirements of the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the 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 disabled pupil faces in comparison with non-disabled pupils.

### **Improving access to the physical environment of the school**

Currently, the school site comprises of:

- One building built on one level.
- Four playground areas
- Sports field
- A multi-use games pitch
- An outdoor gym
- A Peace Garden
- Two car parks

Access to the school site is via Prescott St. There is a one way roundabout system at the beginning and end of the school day to help maintain a steady flow of traffic and reduce the risk of accidents. Limited parking is available on Prescott St for use each day. The school works with parents and carers, community users and local residents to consider accessibility to the school site for normal school days, for out of school activities such as fundraising/social events, and after school activities.

The school site can be accessed by two pedestrian gates and two vehicular access gates. Within the grounds there are a further two pedestrian gates (to nursery and KS1 yard). Accessible footpaths lead from the gates to all buildings. The school grounds are fully accessible for all with the majority of doors having ramps/levelled off and being wide enough for wheelchair access.

### **Buildings**

All buildings comply with H&S regulations and have emergency lighting and evacuation procedures in place.

### Toilets

There is one disabled toilet situated in the main building. This toilet has a changing bed.

### Main building internal doors

All fire doors are fitted with self-closers and where remedial action is required these are on a schedule of work prioritised based on what is reasonably practicable.

### Main building school hall

Access to the school hall is via three separate internal double doors. There are two points of external access to the school hall, both of which are accessible.

### Car Parking

The school currently has 2 disabled parking spaces situated directly outside the main office.

### **Actions Required 2024-27**

Action	By Whom	Time Scale	Success Criteria
Continue to carry out routine checks to ensure all exterior and interior access routes are free from obstruction.	Site manager H&S governor HT SBM	On going	All pupils, staff, parents and carers and visitors have full access to all areas of the school site
Continue to ensure that classrooms and other areas of school are completely accessible and inclusive for wheelchair users.	HT SBM Buildings committee	Academic year 2024-25	Adequate space available in Reception class and Y6 for wheelchair users.
Ensure all equipment is appropriate and safe.	SBM SENDCO Occupational Therapy	Termly	Chairs, hoist and changing beds checked and in safe working order

## Improving access to the curriculum

Improving teaching and learning lies at the heart of the school's work. Through school self-evaluation and Continuous Professional Development, we aim to meet every child's needs within an inclusive curriculum. It is a core value of the school that all pupils are able to participate fully in the broader life of the school.

### Actions Required 2021-24

Action	By Whom	Time Scale	Success Criteria
Teachers and support staff to use, <i>and receive training in</i> , a range of inclusive strategies to enable effective differentiation for all pupils.	HT/SLT SENDCO Teachers/TAs	On going	Monitoring of T+L , data and pupil voice indicate that inclusion is paramount and impacts on standards for all.
Ensure all staff CPD training meets pupil's physical needs	Moving and handling trainers. External agencies	On going	Multi agencies support staff in their CPD e:g Anaphylactic shock, Diabetes training, Epilepsy training
In continually developing the curriculum, ensure that activities are accessible for all, adapted where required and supported with appropriate resources	HT Teachers/TAs SENDCO	On going	Team teaching training.  All pupils have full access to the curriculum through Visual /Audio/ Kinesthetic learning aids
Ensure classrooms are optimally organized to promote the participation and independence of all pupils	Teachers  EVC Co-ordinator (LB)	Ongoing	All pupils can participate in curriculum activities and make good progress.
Ensure venues and transport for educational visits are vetted for suitability	Teachers	Ongoing	All pupils are able to access all school trips and take part in a range of activities.

## **Further developing information sharing**

The school uses a range of methods to share information within its community:

### Information for pupils

- Seesaw online learning platform
- Pupil Rights Group
- Worship committee
- Daily worship/assemblies
- Written marking comments and directions in books and on screen
- Verbal instructions, teaching and feedback
- Reward certificates , stickers etc
- Wall displays, written and pictorial
- Discussions, question and answer activities
- Twitter (X)

### Information for parents and carers

- Signage around the school site
- Seesaw online learning platform
- Half-termly Newsletters
- Emails
- School website/Twitter (X)
- Policies and guidance (via the website and paper copies if requested)
- Pupil progress meetings in Autumn and Spring
- End of year academic reports
- SEND review meetings
- Curriculum workshops

### Information for community partners

- Foundation governors
- Monthly church newsletter
- School diary information
- Website and Twitter (X)
- School policies and guidance (via the website and paper copies if requested)

As the school's demographic evolves and becomes more diverse, it is important for the school to accommodate a wide variety of needs in order to provide inclusivity. Over 25% of pupils are identified with SEND and 11 pupils have EHCPs (January 2024).

## Actions Required 2024-27

Action	By Whom	Time Scale	Success Criteria
Further develop existing provision to support pupils with a range of additional needs and/or barriers to learning (SEND/EAL) and parents with social and emotional issues	Place2Be Family support worker Ed Psychologist Primary inclusion team EMTAS Early Help Education Welfare Learning support service SIASS	On going	Children with EHCP or IEP to have needs met  Social and emotional needs of school community are met.
Consult with parents, carers about the quality of information sharing they access	Bi-annual q'aires HT	Bi-annual questionnaire (November)	Key information sharing including curriculum developments and upcoming diary dates are known by all the school community through a range of approaches
Make available school brochures, school newsletters and other information for parents in alternative formats	School business manager and admin assistant		Delivery of information for those with visual difficulties improved
Improve the delivery of information to pupils with a disability (Large print, braille, pictorial or symbolic representations)	SENDCO SBM HT SBM	On going	Pupils/parents with visual impairment will have improved communication around the school site

Approved by the governors buildings/finance committee on ?