

Accessibility Plan

Committee Name:	Full Governing Body
Date of Approval:	Sept 2024
Validity Date:	2024-2027 (review annually)
Person responsible:	Head Teacher

‘Together We Live and Grow in the Love of Jesus Christ’

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

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.

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. We believe that we are all God’s children. At St Saviour’s C of E Primary School, we provide a high-quality academic education and pastoral care for all pupils according to their needs and regardless of faith, ethnicity, gender, race or sexual orientation. We aim to develop attitudes of mutual respect and responsibility within a framework of a Christian environment.

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 disabilities.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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

The school supports any available partnerships to develop and implement the plan. St Saviour's CE School works closely with a number of outside agencies to meet the needs of disabled pupils.

These include:

- Westminster Educational Psychologists
- Westminster Speech and Language Therapists (SALT)
- Westminster Occupational Therapy (OT)
- Specialist Westminster Outreach teachers for pupils with ASD, Visual Impairment, Hearing Impairment.
- CAMHS and other external professionals with specialisms in specific areas of need

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.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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 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 [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 disabled pupil faces in comparison with non-

disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • 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. 	To continue to develop the use of specific resources that enable children to access the curriculum.	Resources Audit	SENCO	Autumn Term 2025	All children to have the resources need to access the curriculum and all other aspects of school life.
	<ul style="list-style-type: none"> • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils 	To develop the use of Whole Communication Approaches in the school so that all staff and children are able to communicate with each other.	Whole School INSET Staff to have weekly input on Makaton applicable to school use Appropriate staff to be trained on Bucket Time, Intensive	SENCO	Ongoing as children move through the school and staff join the Early Years	All staff and children are able to communicate with each other.

	<p>with additional needs.</p> <ul style="list-style-type: none"> • The curriculum is reviewed to ensure it meets the needs of all pupils. • Whole school Introduction to Makaton training • Makaton Club • Staff INSET led by LA Educational Psychologist • Use of Radio Aids for a child with Hearing Impairments in the school. Staff in their class have been trained on how to use them and how to charge and fit them. 		Interaction, WellComm Assessment, use of visuals			
		<p>To ensure all staff know how to use Radio Aids for whole school assemblies, church, specialist lessons, etc</p> <p>Classroom management to aid hearing – sound buffers etc. This to be build upon as children move through the school.</p>	Whole School INSET and training on working with children with Hearing Impairments and the use of Radio Aids to support them.	SENCO	Ongoing as the children move through the school	Children with Hearing Impairments to have full access to the school curriculum.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	To ensure that our school is as accessible as possible, allowing for the constraints of a	Ongoing audit of the school building.	Head teacher Site Manager SENCO Specialist	Ongoing	All children are able to use the building so that they can access their learning and curriculum as

	<ul style="list-style-type: none"> • Ramps • Corridor and doorway width in the Entrance Hall • An Accessible toilet on the ground floor • Safety considerations based on needs 	Victorian building.		Advisors as appropriate		appropriate to their development and needs.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations (e.g. widgits) • Photographic visual aids • Makaton • Radio Aids • Visual Timetables • First and Then Boards • Removal of visual clutter (e.g. Hessian on internal 	To ensure that all pupils and their families are able to access important information.	Ongoing audit of staff skills and the school building.	Head teacher Site Manager SENCO	Ongoing	Children are able to understand expectations and their developmentally appropriate curriculum.

	classroom displays, etc)					
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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 approved by the Governing Body and the Head Teacher.

5. Links with other Policies

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

- Risk assessment Policy
- Healthy 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

Appendix 1: Accessibility audit – *to be completed annually by the SENCo and Site Manager*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3: 1 st floor , Ground & Basement			
Corridor access	Single floor access No access between floors	External lift fitting		
Lifts	N/A			
Parking bays	N/A			
Entrances	2 Entrances with disabled access 1 Stepped entrance	Ensure access remains clear	LH	Ongoing
Ramps	Access ramps between ks2 and Arches playground areas Access from Reception classroom to playground	Ensure access remains clear . Maintain surfaces Both ramps form part of Fire Evacuation Plan	LH	Ongoing
Toilets	Ground Floor Disabled adapted WC	Ensure WC Serviced	LH	Ongoing

Reception area	Ground Floor single level entry External Intercom/ camera at appropriate height for wheelchair access	Ensure access clear	LH	Ongoing
Internal signage		Investigate Braille & Widgits signage	TS/LH	Ongoing
Emergency escape routes	Clearly signed routes	Ensure access clear / Drills carried out	LH	Ongoing

Signed: L Higgins

T Spence

Date: 14/05/25