


Accessibility Plan

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

School/Academy Name: St Matthew's C of E Primary School

Date agreed by LGB	Review Date	Signed Chair of LGB
December 19	Autumn 2022	

Purpose of the Plan

The purpose of this plan is to show how St Matthew's C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St Matthew's C of E Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

All parts of the school building and playground is accessible for a child in a wheelchair.

The Current Range of Disabilities within St Matthew's C of E Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, Epilepsy and two children with mobility difficulties who use a wheelchair/walking frame. When children enter school with specific disabilities, the school contacts the appropriate professionals for assessments, support and guidance for the school and parents.

We have several children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Training updates are delivered to all relevant staff annually by the school nurses who also write and monitor health plans.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and displayed sensitively in every classroom.

We have 13 competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes a bi-annually item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.		Bi-annually.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.		On-going.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.		On-going.
To ensure child recovering from serious medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about particularly needs	Child continues to make good recovery.		On-going.
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.		When the need arises.
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.		On-going.
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.		On-going.

To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, support, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.
WRITTEN/OTHER INFORMATION			
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats if requested. Support will be given to parents who may have difficulty reading information as necessary.	Written information will be provided in alternative formats as necessary. 1:1 support given as necessary	As needed.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school/academy community (✓)	Pupils	School/academy Personnel	Parents/carers	Governors	School/academy Volunteers	School/academy Visitors	Wider School/academy Community

Question	Equality Groups															Conclusion										
Does or could this policy have a negative impact on any of the following?	Age	Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does or could this policy help promote equality for any of the following?	Age	Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from	Age	Disability			Gender			Gender identity			Pregnancy or			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the			

the equality groups have a positive impact on this policy?													maternity									answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
-------------------	--

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
Policy endorsed by LGB				
• Policy discussed at meeting of the LGB				
• School/academy personnel aware of this policy				
• School/academy personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to in the School/academy Handbook				
• Policy available from the school/academy office				
• Policy available from the school/academy website				

• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
Policy approved by CDAT				
• Annual report of the effectiveness of policy and provision received from LGB;				
A statement outlining the overall effectiveness of this policy				