



### ***High Aspirations, Moral Strength, Spiritual Depth***

At Andrews' Endowed CE Primary School, we nurture each child and value their uniqueness. We are a fully inclusive church school deeply committed to the pupils, parents and community we serve.

Through a broad and challenging curriculum, we encourage our children to become deep thinkers, resilient learners and compassionate, responsible citizens.

Our children leave Andrews' Endowed as aspirational, articulate and empowered life-long learners; equipped with the moral strength and spiritual depth they need to make their world a better place.

Our Christian values of Love, Courage and Respect underpin all that we do.

### **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 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 disability issues.

The school supports any available partnerships to develop and implement the plan, including working with the Local Authority and the Diocese of Winchester and Portsmouth.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

### **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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **School Context**

Andrews' Endowed CE Primary is a one form entry primary school, with 200 pupils on roll. There are typically around 10% of pupils on the SEND Register, including those at SEN Support and those with an Education and Health Care Plan (EHCP).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

## **Activity**

Andrews' Endowed CE Primary School has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life. Our commitment to equal opportunity is driven by our belief in inclusion for all.

We are committed to making sure that we:

- set suitable learning challenges
- respond to pupils' diverse needs
- overcome potential barriers to learning and assessment for individuals

The school works closely with feeder schools and outside agencies to identify individual pupil needs, before they arrive at the school, whilst they are moving through it and in preparing feeder schools to receive pupils from us. When preparing to work with disabled pupils, the school always ensures a high level of staff awareness of the pupil's needs in relation to:

- The curriculum
- The physical environment of the school

In doing this, we aim to take account of the following:

- The presence of disabled pupils in school and the pattern of their participation in school life
- The profile of disabled pupils admitted to the school in the past, those coming into the school now and those who might attend in the future
- Patterns of attendance and exclusion
- The participation of disabled pupils in off-site activities



- Any areas of the school to which disabled pupils may have limited access (the upper floor of the listed school house is not accessible and therefore activity should never take place there which might discriminate against a particular child or group of children)
- The potential impact on disabled pupils of the way the school is organised
- The school's policies, practices and procedures relating to for example anti-bullying and school trips
- The way risk assessments are carried out as well as learning and teaching, time-tabling, and the administration of medicines
- The outcomes for any disabled pupils, including a detailed analysis of progress data, learning and end of key stage outcomes

## **Education & related activities**

The school seeks and follows the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals.

We are committed to ensuring that teachers and teaching assistants have the necessary training to teach and support disabled pupils. This is delivered through a variety of methods, including INSET and outreach from local providers. We work with our staff seeking to remove all barriers to learning and participation. We work together to achieve appropriate classroom organization for disabled pupils.

We provide guidance, support and training for our staff to ensure that they appreciate the particular needs of each individual pupil. This includes ensuring their understanding of the impact of physical demands on that pupil – the energy expended by lip reading, or fine motor tasks such as writing, for example.

Appropriate adaptations are made to tools and equipment, including IT equipment, with guidance and support from the physical impairment team at the Local Authority.

We ensure that our disabled pupils have equality of opportunity in drama, access to musical opportunities and PE. Where appropriate, an adapted PE curriculum is developed, combining aspects of physiotherapy and other physical exercise as identified on the pupil's individual education plan. We are committed to ensuring that disabled pupils have full access to extended services, including lunchtime and after school clubs.

We are committed to full inclusion for our disabled pupils, and seek to ensure that they are enabled to participate in all school trips, enrichment activities and residential. This may require adaptations to events; will always require us to work closely with families to enable them to trust that their child will be safe; and often involves liaison with advisors to ensure that we have made the correct provision for our disabled pupils.



## **Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school's setting, in an 18th Century Listed Georgian schoolhouse with associated Victorian additional buildings has posed some challenges to disability access in the past. There are some areas of the school, particularly in the old school house, which are less accessible to disabled users, and some adaptations to day to day organisation are necessary when classes use these areas. Long term adaptations in this part of the school are made additionally difficult by the school's listed status, which determines some matters such as permission for structural adaptations and colour schemes we are permitted to choose.

Recent buildings, including an extension to the main school with two new classrooms, provide full accessibility. There is an accessible toilet with an integral shower, located in the centre of the building, and easily accessible from all classrooms and the hall. One classroom is fitted with an induction loop and three classrooms have acoustic ceilings.

Our Fire Plan includes Personal Emergency Evacuation Plans for any disabled pupils. Emergency lighting and audible/visual alarms are in place in the accessible toilet.

All classrooms have direct access to the outside playground, and in 5 out of 7 classes this is level access. The playground and all routes to the hall are either level or ramped. Two of the oldest classrooms have stepped exits to the playground, due to the sloping nature of parts of the site. It is not possible to improve to these exits as there is no way to ramp these exits safely or effectively.

The whole area of the playground is level and wheelchair accessible. The same cannot be said of the playing field, which forms a large part of the play space during the summer months. We have a wooden Adventure Playground, which has a play bark surface, and is not currently wheelchair accessible. A recently added Outdoor Classroom has a ramped entrance and a level exit, making it accessible to all.

## **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. This may include leaflets, newsletters and other documents for parents and carers, and curriculum related materials for pupils. This could entail the adaptation of materials into simple language, the use of symbols, large print, audiotape or Braille. Wherever possible, the school will equip itself over time to produce these materials on site, and ensure that they are provided to parents and pupils in a timely manner.

### **Action Plan**

See attached (Appendix 1)



**Control Box**

<b>Version</b>	3	<b>Date/Effective from</b>	Summer 2021
<b>Author</b>	Maria Lloyd	<b>Review Date</b>	Summer 2024
		<b>Responsibility</b>	Headteacher SENCo Governing Body

**Associated Policies, Documents, Agencies:**

SEND Policy

Supporting Pupils in the Administration of Medicines

Equalities Policy



## **APPENDIX 1**

### **Andrews' Endowed CE Primary School Accessibility Plan - Revised Summer 2021**

#### **Introduction**

This plan identifies the ongoing actions of the Governing Body of Andrews' Endowed CE Primary School to increase access to education for disabled pupils in the following three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery of information to disabled pupils which is provided in writing for those who are not disabled

This plan also identifies the ongoing actions of the Governing Body to increase access to the school and improving delivery of information for members of the general public and potential users of the school, whether they be potential pupils, parents, staff, governors, or visitors.

#### **Vision and Values**

At Andrews' Endowed CE Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to fostering a culture of awareness, tolerance and inclusion within our school.

#### **Our School Building**

Our building comprises of a Georgian School House at the front of the site, with adjoining buildings from later periods in history. There are a number of complexities regarding access arising from our historic site which we are committed to overcoming for any users of our building with disabilities.

#### **Information from pupil data and school audit**

##### **IDENTIFICATION**

- The school currently has an average of 10% pupils with varied needs on the SEND register. The Special Educational Needs of the pupils include a range of language difficulties including speech and language difficulties and dyslexia, dyspraxia, autism spectrum disorder, and emotional and behavioural difficulties. In addition, there are from time to time a small minority of pupils in the school who are not on the register, but who have specific medical needs, including those with severe allergies, those with asthma, and those with epilepsy.



- There are established procedures for the identification of pupils with Special Educational Needs and Disabilities.
- There is regular home/school liaison for all pupils at our school.
- Data is obtained on future pupils to facilitate advance planning, including pupils entering the Foundation Stage and those transferring from other schools.
- Detailed pupil information is given to all relevant staff.

## STAFFING

- Teachers and teaching assistants receive SEND training as appropriate to support specific needs. Teachers work closely with teaching assistants to address pupils' Individual Education Plan (IEP) targets and liaise with parents/carers, specialist and support services.
- Teaching assistants are deployed to cover a range of needs, including speech and language, emotional literacy support, occupational therapy, as well as literacy and numeracy support.

## INCLUSION

- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included fully in dramatic productions, music, PE and assemblies.
- School visits, including residential visits, are made accessible to all children irrespective of attainment or disability.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Access to information within the classroom is enabled through the use of Visual Timetables and visual labelling of equipment and resources. Children with specific reading or visual difficulties who have trouble reading or copying from the whiteboard are given printed copies of texts, or material is provided in other formats where necessary.
- Special arrangements are made where necessary to enable pupils to access tests, these include the use of adult readers and scribes where appropriate, the use of rest breaks and the opportunity to take the test in a small room away from the larger group.

## THE PHYSICAL ENVIRONMENT

- The school has physical access to the main school building via the main playground, and then to the classrooms and hall corridors which lead out onto the playground. There is level access into the first classroom (currently Y6), and into the main building via the hall corridor doors, and into the Early Years/KS1 building via the cloakroom between Acorns and Y1.
- Access to the School Office, Head's Office, and the administrative part of the school is via a level entrance way in the Old School House. As the corridors in the School House are narrow, there are some limitations for those in wheelchairs, and those on mobility scooters. There are other entrances which can be used where chairs cannot pass through the narrow doorways.
- Exits from two classrooms (currently Y3 and Y4) and the school hall onto the playground are via steps. For pupils or other users with mobility difficulties, these issues are overcome with reasonable adjustments – these include changing classrooms around where necessary, and using the level corridor exit from the hall as an alternative exit. A long-term goal would be to replace one exit from the hall with a ramp, although this would entail significant groundworks and design implications.



- Pathways of travel around the school site and parking arrangements are safe. There is a designated parking bay for disabled users. As our car park is a little walk away from the main building, those needing supported access are permitted to drive right up to the school house.
- There are a wide range of spaces available for quiet group and individual work. These include the area outside the hall, the Library, Sunshine and Rainbow rooms. All these spaces are on the ground floor and are easily accessible, although the majority are in the School House and there are difficulties posed by the narrow corridors and doorways, as documented above.
- There are two small group rooms on the first floor of the School House. These are routinely used for small group activities such as cooking, clubs, peripatetic music lessons and some interventions. Access to this floor is by use of stairs, and it is not possible for any lift to be fitted due to the age and complexity of the building structure. This floor is therefore not accessible to any pupil or staff member with restricted mobility, and so suitable adaptations are made by ensuring that these activities do not take place upstairs if there is a child in the group who would be excluded from the activity. Instead the activity is relocated to the ground floor.
- Furniture and equipment is selected as standard, age related as appropriate.
- One classroom is fitted with a sound field (currently Y6). The Y4 and Y3 classrooms have acoustic foils.
- There is regular evaluation of the school site for accessibility by the Premises Committee, and by the Headteacher and SENCo.

#### EMERGENCY AND MEDICAL PROVISION

- Emergency and evacuation procedures are accessible to all. Most alarms are auditory and the assembly point is on the playground. There is both an auditory and a visual alarm in the Disabled Toilet. Personal Evacuation Plans (PEPs) are completed for all pupils (and any staff) with mobility difficulties, and shared with all relevant staff.
- We have a clear policy on the administration of medicines, with staff trained annually in the administration of epipens. Where pupils have specific medical needs regular meetings are held with appropriate healthcare professionals and regular training is provided by that pupil's healthcare team for all our staff. We have a clear policy for taking medication with us when we go on trips out of school.
- Photographs of pupils with specific medical needs or allergies are displayed in the medical area of the school office, in the staff room, and in the dining hall. Information relating to these children is passed on to visiting teachers and other relevant members of staff via registers, and in meetings.

#### PROVISION OF INFORMATION

- Provision of information to pupils with a disability and their parents/carers is through one-to-one meetings with the Head and/or SENCo.
- The school makes good use of external agencies to support work with pupils with specific needs and their families. Meetings are arranged at key points to discuss the pupil's access to all aspects of school life. When pupils are ready to transfer to KS3, or to another setting, a comprehensive transition programme is put into place.

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The Governors will evaluate and report on the impact of our School Accessibility Plan regularly.



The school intends to make its accessibility plan available in the following ways:

- On request from the school office
- The plan to be available on the school website in print format and sound format
- The plan to be available in a variety of formats eg large print on request

Senior Member of Staff Responsible

Maria Lloyd (Headteacher)

Designated Member of Staff:

Lucie Harris (SENCo)

Governor Responsible:

Lisa Haynes (SEN Governor)



**Accessibility Plan Section A – Improving Access to the Curriculum**

***If a pupil with a disability is given a place at Andrews' Endowed CE Primary School any possible adaptation will be made to accommodate pupil need.***

Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
Ensure that pupils with specific needs meet their potential	Monitor and analyse pupil achievement by disability and/or SEN and/or Medical Need and act on any trends or patterns in the data	none	HT/SENCo SLT	Ongoing	Data (hard and soft) demonstrates good outcomes for individuals and groups with specific needs	
Ensure that the environment and resources on offer promote role models and heroes that pupils identify with and that reflect diversity in terms of disability	Ensure that displays in classrooms and corridors promote diversity in terms of disability  Ensure that disability is appropriately represented in our library and our resource materials		SLT  Curriculum Teams/ Librarian	Ongoing  Monitor annually  Ongoing – refresh during each book exchange	Diversity is well reflected in the whole school environment and having a positive impact on pupils' perceptions and the positive self image of specific pupils	
Improve children's awareness of disability issues and ensure that the curriculum promotes role models and heroes that pupils	PSHE curriculum reviewed to ensure disability issues appropriately covered in all yeargroups.	None	SLT  PE team	Ongoing	Pupils are respectful and have an understanding of physical diversity	

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## ACCESSIBILITY POLICY

Policy Reviewed: Summer 2021



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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
identify with and that reflect diversity in terms of disability	Focus on Paralympics as part of our curriculum plans for each Olympics  Links with Treloars college re-established – shared activities and professional development opportunities		HT/SENCo			
Train staff on ways to improve pupil access to the curriculum	Monitor provision for children with SEND and assess if development opportunities would be beneficial  Organise staff training making use of relevant external agencies		SENCo  SENCo	Ongoing	Staff have greater understanding, confidence and skills Pupils and families feel well supported	
Staff to continue to develop skills to support children with specific disabilities	Organise training for new and existing staff where appropriate, according to needs of specific children	Staff meeting time  Training costs	HT/SENCo	Ongoing, in response to need	Staff have greater understanding, confidence and skills Pupils and their families feel well supported	
Further develop resources that are accessible to children with different disabilities	IT and generic resources purchased	School budget  Staff meeting	SENCo and HT	Ongoing, in response to need	Classrooms provide rich resources for all pupils  Children with specific needs and	

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## ACCESSIBILITY POLICY

Policy Reviewed: Summer 2021



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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
	Continued use of visual timetables and other resources	time for discussion	Class teachers and support team		disabilities have increased access to appropriate curriculum materials	

### Accessibility Plan Section B – Improving Access to the Environment

***If a pupil with a disability is given a place at Andrews' Endowed CE Primary School any possible adaptation will be made to accommodate pupil need.***

Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
Improve visibility of changes of level around school and playground	Invite Visual Impairment advisor/physical disability advisor to assess site re needs of specific pupil  Renew high vis paint on thresholds of adventure playground and playhouses; and on steps and other potential trip hazards	None  Under £300	SENCo	ongoing  In response to need	Pupil/s using building and outside environment with confidence	
Ensure access to the Hall is suited to all users	External visitors invited to use the black gate and ramped access short route to the hall for all events – regularly remind staff of this	None	HT/Admin Team/Staff	Ongoing	Inclusion for all users  positive feedback from surveys of disabled users	

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## ACCESSIBILITY POLICY

Policy Reviewed: Summer 2021



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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
	Playground route to and from the hall reviewed for each individual user – internal corridor route is completely level; end door nearest piano provides shallowest exit from the hall and is wheelchair accessible – all users to undertake a risk assessment as there is a turn involved on exit				PEP reviewed for each wheelchair user to ensure awareness of exit choices from the hall	
Improve accessibility in school office	<p>Long-term - Add automated powered opener to the main door</p> <p>Long-term - Adapt office area to include a more appropriate waiting area and a wider corridor for visitors</p>	<p>DFC – major project</p> <p>DFC – major project</p>	HT/Govs	<p>Future project</p> <p>Future project</p>	<p>Disabled users able to use the building with less assistance from reception staff</p> <p>positive feedback from surveys of disabled users</p>	
Demonstrate commitment to inclusion in all improvement works	<p>Ongoing - ensure that any new building works or changes to the play facilities take into account needs of all users</p> <p>Main playground upgrade should include elements for disabled pupils to use and be</p>		HT/Govs	<p>Ongoing</p> <p>Summer 2021 and ongoing</p>	<p>positive feedback from surveys of disabled users</p> <p>Accessibility for all increasing opps</p>	

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## ACCESSIBILITY POLICY

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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
	<p>sited on a surface suited to those with mobility issues</p> <ol style="list-style-type: none"> <li>1) Removal of play bark and replacement with all weather surfacing</li> <li>2) Installation of wide all weather running track with access to Treloar's gate to enable greater collaboration across our two sites</li> <li>3) Space made available for additional accessible equipment to be installed at a later date as funds allow</li> </ol>				for inclusion at playtimes	
Demonstrate commitment to inclusion in all decision making regarding deployment of space for specific yeargroups	If classes/groups contain disabled pupils, rearrange classroom allocations to avoid rooms without level exits to playgrounds and to avoid use of upstairs rooms (Conference Room and Staff Room). This includes clubs, School Council and Afterschool Club.	none	HT/SLT	Ongoing – reviewed annually or when new pupil/s admitted	Operational arrangements for the school run smoothly – communication with all stakeholders is timely and effective in eradicating any potential negative reaction to classroom 'swaps'	

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### Accessibility Plan Section C – Improving Communication and Access to Information

Target	Action	Costs	Responsibility	Timescale	Success Indicators	Evaluation of Impact
Provide written information for disabled visitors	Create an area on the website for disabled visitors to include info on Parking; induction loop; WC etc.		HT/Admin team HT/Webhost	Summer 2021	Positive feedback from surveys of disabled users	
Provide information to parents/carers and visitors in alternative formats	Provide signposting to alternative formats which can be requested by parents/carers/visitors on website and on school information docs e.g. prospectus, newsletters, letters home, etc.  Use LA support to arrange for alternative formats where requested		HT/Admin team	Ongoing, as requested	Positive feedback from surveys of disabled users	
Provide portable induction loop	Purchase loop and publicise its availability	£150	HT/Premises Cttee	Summer 2021	Positive feedback from surveys of disabled users	
Ensure all information received by pupils is in an appropriate format	Key information available on website  Home/school agreement and pupil surveys in an appropriate format		HT/Govs	Ongoing, as requested	Children with disabilities have greater access to information  Positive feedback from surveys	

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## ACCESSIBILITY POLICY

Policy Reviewed: Summer 2021



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Target	Action	Cost	Responsibility	Timescale	Success Indicators	Evaluation of Impact
Ensure that all information used in teaching is presented in an appropriate format	Staff to receive training and support where needed to enable them to adapt materials where needed <ul style="list-style-type: none"><li>• Homework and other info sheets</li><li>• Use of visual timetables, picture/symbol communication systems</li><li>• Use of appropriate language and instructions</li></ul>		SENCo, HT Staff	Ongoing, as needed	Pupil's attainment is in line or above targets set  Positive feedback from children and parents about accessibility of curriculum and teaching materials	