





*Ancaster*  
Church of England Primary School

## *Accessibility Plan*

### *Vision Statement*

*In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.*

*Be the Best You Can Be!*

*Wisdom    Courage    Respect*

Date plan last reviewed: June 2024

## **Contents:**

### [Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty](#)
5. [Monitoring and review](#)

## Statement of intent

This plan outlines how Ancaster C of E Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### **3. The Accessibility Audit**

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

## Planning duty: Curriculum, Physical Environment and Information

Issue	What	Who	When	Outcome	Review
Curriculum not fully accessible for all pupils	<ul style="list-style-type: none"> <li>- Audit of the curriculum</li> <li>- Provide laptops/ICT equipment to enable personalised learning</li> <li>- Consider training needs</li> </ul>	Headteacher Teachers SENCO	Immediate and ongoing	All pupils able to access the curriculum, including those with SEND.	Summer 2025
Staff members do not have the skills to support pupils with SEND	<ul style="list-style-type: none"> <li>- INSET provided to staff members</li> <li>- Training for teachers on differentiating the curriculum</li> </ul>	Headteacher External advisors SENCO	Ongoing	Staff members have the skills to support pupils with SEND	Summer 2025
School trips do not take into account pupils with SEND	<ul style="list-style-type: none"> <li>- Needs of pupils with SEND are incorporated into the planning process</li> <li>- Thorough planning, additional visits</li> <li>- Enhanced Risk Assessments and use of Evolve</li> </ul>	Teachers SENCO Enrichment lead/EVC	Ongoing	Planning of school trips takes into account pupils with SEND. All trips and residential are accessible.	Summer 2025
Information accurately disseminated to all stakeholders	<ul style="list-style-type: none"> <li>- Continue to develop methods of informing all stakeholders of relevant information – including but not limited to school letters, website, newsletters, ParentHub,</li> </ul>	Headteacher SENCO	Ongoing	Website to be continually developed	Summer 25

	school reports.				
After school clubs are accessible for all pupils	- Ensure access is available for all pupils, including those with SEND.	Headteacher SENDCO Enrichment Lead	Ongoing	After-school clubs run by school staff are accessible to all pupils.	Summer 2025
School curriculum policies make reference to provision for pupils with difficulties and disabilities	- Check policies include reference in content, strategies and resources that could be employed when planning for pupils with SEND.	Headteacher SENDCO Subject leaders	Ongoing	All curriculum policies make adaptations/differentiations available clear.	Summer 2025
The school grounds cater for all pupils.	- Ensure all areas of school are accessible to all pupils. - Seek ways to improve access when needed.	Headteacher/ SENDCO	Immediate and ongoing	School grounds are accessible to all pupils.	Summer 2025

## Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is June 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.