



# Accessibility Policy

## 2024-2027

'...these three remain: faith, hope & love; and the greatest of these is love.' 1 Cor 13:13

Rooted in faith, family & friendship.  
Growing in hope & aspiration.  
Flourishing in love.

friendship ★ hope ★ compassion ★ forgiveness ★ trust ★ thankfulness

## Rationale & Vision

**At St Anne's CE Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve. This policy 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).**

## Aims

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

- pupils' parents
- the headteacher and other relevant members of staff
- governors
- external partners.

## Implementation of the Policy

At St Anne's CE Primary School, the 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 Local Authority will be consulted, where necessary, in order to allocate adequate resources to implement the policy.

The governing body 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.

## Roles and Responsibilities

The governing body 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.

## The Accessibility Audit

The audit will cover the following three areas:

- **access to the curriculum** – the governing body 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.



## ACCESSIBILITY POLICY

When conducting the audit, the governing body 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
- **communication disabilities** – this includes those with speech disorders and those who have difficulty communicating verbally or in writing
- **comprehension difficulties** – 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. The actions that will be undertaken are detailed in the Accessibility Action Plan & Audit document.

### Monitoring, Evaluation & Review

This plan was ratified by the full Governing Body and will be reviewed every 3 years or sooner if required.

**Any questions or concerns regarding this policy should be made to**

**Name: Natalie Slight**

**Role: Acting Headteacher**

**Date: February 2024**