Accessibility Plan
For
St Andrew's CE Primary Academy
Chardstock
2026 - 2027

Statement of intent

This plan should be read in conjunction with the School's Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.
The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

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

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The Link Director, Head of School and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

Planning duty 1: Curriculum

School background
At St Andrew's we are passionate about ensuring we offer a fully inclusive nursery and school. The school's accessibility is audited by our caretaker and Head of School. The school is a 1 form entry primary school situated on a large site which was purpose-built in 2010. The school building is on one level and the outside area has wide ramps making most areas easily accessible for all. It caters for children aged 2 -11. There are 12% pupils with a SEND need and 5% Pupil Premium children.
Improvements already made to enhance access to the curriculum
The school joined the First Federation Trust in September 2024. The school has a curriculum which is designed to be accessible for all, with support put in place where necessary to facilitate full access. The school uses metacognitive practices and adapted curriculums in all subjects and year groups. This allows all pupils to be able to fully access the curriculum. Training is provided to school staff, regularly, including CPD for TAs and meetings for teachers, and provision for those with additional needs features prominently, including speech and language support and supporting those with communication needs. Children with additional needs have Personal Learning Plans with specific targets (PLPs). Some have Relational Support Plans, which identify opportunities to support pupils through building strong relationships and this in turn enables students to achieve well. Advice is regularly sought from advisory teams including Inclusion, Speech & Language, Occupational Therapy, Physical Disability, and SEMH teams to support pupils to access the full curriculum. All classes have visual timetables for daily routines and for lunchtime play activities. Staff are mindful of fonts, size and colour when preparing materials for children and their parents/carers. Pupils who have been identified through Dyslexia Screenings as having moderate / severe Dyslexic tendencies or who have received a formal diagnosis are supported through the use of resources such as Dyslexia friendly reading books, Dyslexia friendly

dictionaries, coloured overlays. The SENDCO and Head of School have both received additional training to identify potential dyslexia and use advice to support learners to achieve well alongside their peers.

Where children are identified as having difficulties with speech and language the school uses Speech and Language Link to provide targeted intervention so that they make progress against targets set.

We also have a staff member who works with pupils who have good language skills but may require additional support for social and interactive language.

Next steps to further enhance access to the curriculum					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Ensure new children entering the setting are well understood and any needs are catered for.	To prepare for the new intake of children into Foundation each year. To liaise with educational establishments to prepare for the intake of new children who transfer within year. To identify pupils who may need adapted or additional provision	HoS, SENDCO & EYFS Lead and teachers.	May to July annually	Provision set in place ready for when the child/ren start school	Ongoing
The impact of our revised curriculum upon the learning of SEND pupils, to be monitored throughout the year, through observation, work scrutiny and data analysis.	Monitoring cycle and PPMs to include focus on learning of SEND pupils.	HoS, SENDCO, Teachers and Subject Leads.	Ongoing. PPMs at least termly.	Improved outcome for all learners.	Half termly monitoring

Provision maps used to target support effectively.	Provision maps are updated half-termly to ensure vulnerable groups make progress.	HoS, SENDCO, Teachers and Subject Leads.	Ongoing. At least half termly.	Progress seen in assessments.	Termly
Continue use of Language Link and Speech Link as tools for diagnosis and support via intervention.	CPD meetings for teachers and TAs.	SENDCO	September 2025 Later for Reception children as they need to settle in school first.	Language and Speech Link used to monitor communication and language progress: shows good individual progress.	Ongoing
To continue to ensure that the environment in all classes is conducive to high quality Ordinarily Available Provision.	Audit of current provision by all four areas of need. Check the classroom environment supports PLPs.	SENDCO	September 2025 and ongoing.	All staff are involved in ensuring high quality universal provision evident in each class.	Termly QA from SENDCO and HoS
Provision for pupils who are dyslexic.	Testing children for dyslexia. Ensuring strategies and resources are in place for dyslexia friendly classrooms. Additional dyslexia friendly books have been purchased.	SENDCO and class teacher	Ongoing as pupils identified	Children to be supported with different strategies for dyslexia. The classroom to promote a dyslexia friendly environment.	Termly with SEND register updates

Planning duty 2: Physical Environment

School background
The school's accessibility is audited by the School Business Operations Manager, Head of School and caretaker. The school is a 1 form entry primary school situated on one small site. It caters for children aged 2 -11. The school is a purpose-built modern building which benefits from single story design with slopes allowing access to all parts of the main school building and playgrounds. All areas of the school are accessible for wheelchair users. The school is accessible by wheelchair from the front entrance and through the side gate entrance. All entrances have double doors and all door handles are at an acceptable height for reach. The carpark has a designated Disabled Parking space. This is level and has suitable ramps in the pavement for easy access to the school entrances. Parents with disabilities and those with disabled pupils have also been advised that they may use the staff car park when bringing/collecting their children from the school. There is one accessible toilet and washing facilities available on the site. The accessible toilet has a high toilet, grab rails and an emergency pull chord.
Improvements already made to enhance access to the physical environment
Traditional lighting is being systemically replaced with LED lights that make zero noise and offer warmer, more consistent light to improve conditions for visibility. Hand driers have been replaced with low noise versions to help children who are more sensitive to loud noises. EYFS and KS1 classrooms have had enhancement to their outside provisions to improve accessibility for all pupils to access all areas and activities. Each classroom has been reviewed for its provision and equipment has been purchased to support learning for individuals. This includes coloured glasses for pupils with visual stress and dyslexic needs, writing slopes, handwriting equipment, assistive technology to support writing, ear defenders to enhance concentration and seating wedges to allow pupils greater success within the classroom environment.

Next steps to further enhance access to the physical environment					
Issue	Action	Responsibility	Target deadline	Outcome	Review
To ensure the physical environment has reasonable adaptions to support those with additional needs.	School site inspection ensures pathways are free from hazards, signs for hazards are clear and well-marked. The physical environment is adapted, where possible, to support the needs of pupils with additional needs.	Premises Manager and HoS. All staff to report issues and concerns.	Ongoing.	To ensure a safe school environment and to be supportive towards people with additional needs.	Annual and ongoing
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are trained in them	SENDCO and all teaching staff.	Ongoing	Children are able to navigate the site and are able to participate in learning. Medical records file to be kept up to date To ensure that all reasonable adjustments are made for pupils with disability, medical condition or other access needs.	Reviewed and checked termly.

	and capable of carrying them out.				
To provide equipment to improve curriculum access.	Purchase equipment Eg. wedge seats, specialist pencils, colour tinted glasses etc.	Teachers and SENDCO	Ongoing	Improved engagement, focus and outcomes from individual pupils.	Annual and ongoing

Planning duty 3: Information

School background					
School staff work closely with parents and additional parent/carer needs are recorded and shared with relevant staff so that barriers to communication can be removed.					
Improvements already made to enhance access to information					
Where necessary, we will ensure that alternative formats are available such as Braille, audio support and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT if required. This information will also be made available within a reasonable time frame and take account of the pupil's disabilities and pupils' and parents' preferred formats. Further improvements include; updated website, updated SEND policy on school website, updated SEND Information report on school website, weekly newsletters, Team Around the Family meetings, home/school information for reception children prior to starting school and for children new to our school.					
Next steps to further enhance access to information					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Staff to be aware that Parents/ carers can access information.	Ensure that information going to parents is of a reasonable font size. EAL families receive information in first language where possible. All site users able to access information. Where possible parents who need support with literacy, letters and information is shared verbally.	HoS, SENDCO, Admin and Class teachers	Ongoing.	All site users are able to access information.	Ongoing
Ensure children are clear about the sequence of activities for the day.	Check classrooms all have a visual timetable which is being used.	SENDCO, class teachers and TAs	September 2025	Children are clear about timetable and secure about what	Ongoing

	Specific children have visual timetable which is being used.			is happening. Anxiety reduced.	
Improve access to information and services from the Local offer on website such as courses led by Early Help, ASD support. Make this information more accessible by signposting parents to the SEND area of the website by ParentPay.	SENDCO to write new content for the SEND area of the website and administrator for uploading.	SENDCO and Administrators.	September 2025	Parents accessing the website on a regular basis and using it to find information.	Ongoing
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	SENDCO, teachers and TAs.	September 2025	Evidence that appropriate consideration and reasonable adjustments have been made.	Ongoing