



Accessibility Policy and Plan

This policy was reviewed in November 2023

This policy was approved by the Governing Body in December 2023

This policy will be reviewed in November 2026

(unless any changes are necessary prior to this date)

BELONGING | BELIEVING | ACHIEVING

“You are the light of the world”

I. 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.

At St Matthew's Primary School, we aim to:

- create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities in an inclusive environment
- request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- make clear the expectations of all partners in the process
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- ensure support for pupils with medical conditions, full inclusion in all school activities by

ensuring consultation with health and social care professionals

- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in co-operation and productive partnerships with the LA and other outside agencies to support pupils regardless of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

2. Definition of SEN

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

From SEN Code of Practice (2014, p 4)

3. Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.'

SEN Code of Practice (2014, p5)

Our school Accessibility 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 this plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

4. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Allergen and Anaphylaxis Policy
- Equality Policy and Objectives
- Health and Safety Policy
- Intimate Care Policy
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions in School Policy
- Relevant Risk Assessments

Aims and objectives 2023-2026

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils with a disability

The table below sets out how the school will achieve these aims:

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person/s Responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • All clubs and external trips are planned so that they are accessible for all pupils. • Classrooms are organised to promote the participation and independence of all pupils. • Pupils with a diagnosis of autism are supported with a wide range of sensory activities and resources, visuals, headphones and safe calming places to go to when they feel overloaded. • Staff and parents attend relevant training together to promote partnership and 	<ol style="list-style-type: none"> 1. Increase staff awareness to support pupils with any impairments. 2. Regular training for pupils with specific medical needs. 3. Improve sharing of support and strategies for pupils with additional needs. 	<ol style="list-style-type: none"> 1. Training for the SEND lead and other staff members about pupils with any impairments. 2. Regular training in line with Individual Health Plans. 3. Consolidate key information about SEN pupils so it can be shared quickly with pupils, staff, parents and 	SEND lead EHT Class teacher	<ol style="list-style-type: none"> 1. Regular intervals throughout the year. 2. Regular intervals throughout the year 3. Regular intervals throughout the year

	<p>learning.</p> <ul style="list-style-type: none"> ● Pupils with dyslexia are supported in class through the use of dyslexic rulers and Toe by Toe, highly structured multi-sensory reading interventions are used to close gaps in progress. ● Pupils with dyscalculia are supported through specific maths interventions (Power of 1 & Power of 2) ● Pupils with social and emotional difficulties have access to a wide range of therapeutic support including Educational Psychology input, SALT, Drawing and Talking Therapy, Education Mental Health Practitioners, MIND Workshops, as well individualised targets. ● Pupils with additional needs are well supported and strategies are in place (sometimes in different formats) 		<p>external agencies. Use One Page Pupil Profiles to share key information alongside IEPs where needed</p>		
<p>Improve and maintain access to the physical environme</p>	<ul style="list-style-type: none"> ● Identify possible wheelchair access into the main school office and ground floor. ● High visibility strips to indicate start and end of steps/stairs in main school 	<ol style="list-style-type: none"> 1. Facilitate access for pupils/parents using wheelchairs. 2. Facilitate access for visually impaired pupils. 	<ol style="list-style-type: none"> 1. Ensure ramp access is available into the school building. 2. Relocate 	<p>EHT</p> <p>SBM</p>	<p>Ongoing</p>

nt	building.		<p>parent meetings where access in a wheelchair would not be possible.</p> <p>3. Ensure stairs have visibility strips to indicate end of steps/stairs</p>		
<p>Improve the delivery of written information/ curriculum to pupils with a disability</p>	<ul style="list-style-type: none"> • Wide range of SEN books available in the Head of School (Inclusion) office. Pupils with dysgraphia are supported with Ipads. • Work is translated into different languages when necessary. • School Council enables sharing of pupil views and ideas. • Coloured acetate rulers to support pupils when reading in class. 	<p>1. Improve delivery of written information to pupils in the classroom.</p>	<p>1. Teachers to use coloured background when using IWB. Teachers and TAs to use iPads for pupils to type work. Teachers to script for pupils with dysgraphia.</p> <p>2. Teachers to write on the board in a large, clear style: use different colours (but minimise the necessity for pupils to copy</p>	<p>SEND lead</p> <p>Classteacher</p>	<p>Ongoing</p>

			from the board).		
--	--	--	------------------	--	--