Accessibility Plan

Approved by:	Governors	Approved on:	Sept 2026
STA Contact:	SENDCO	Revision due:	Sept 2029

1. Accessibility Plan 2026 - 2029

At St Andrew's we want all students to enjoy and participate fully in school. We want them to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our students every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

2. Purpose of Plan

This plan shows how St Andrew's School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

3. Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

4. Legal Framework

This plan is written to meet the school's statutory duty to plan for increasing accessibility for disabled pupils, and is informed by the following legislation and statutory guidance:

- The Equality Act 2010, Part 6 and Schedule 10 (the duty to prepare an accessibility plan, and the anticipatory duty to make reasonable adjustments for disabled pupils)
- The Children and Families Act 2014, Part 3
- The Special Educational Needs and Disability Code of Practice 2015 (0 to 25 years)
- The Special Educational Needs and Disability Regulations 2014
- West Sussex County Council SEND policy and Local Offer guidance for schools

This plan should be read alongside the school's SEN Information Report and SEND Policy, and the West Sussex Local Offer, which set out in more detail how the school identifies and supports pupils with SEND.
This plan was developed with reference to feedback from staff, and will be shared for consultation with parents/carers, pupils and governors. It will be reviewed and approved by the Governing Body, and updated sooner if there is a significant change in circumstances.
Date approved by Governing Body: [to be completed]
Date of next review: [to be completed - recommended within 3 years, or sooner if circumstances change]

5. Areas of planning responsibilities

a. Increasing access for disabled pupils to the school curriculum, (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
b. Improving access to the physical environment of schools, (this includes improvements to the physical environment of the school and physical aids to access education)
c. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

6. Contextual Information

a. St Andrew's is mainly a traditional 1950's building but recently it has had significant extension work which meets current accessibility guidelines. The school has 3 lifts ensuring all areas of the school are wheelchair friendly.
b. At present, we have no pupils, parents or members of staff who use wheelchairs.

7. Current Range of known disabilities

a. The school has children with a range of disabilities to include moderate and specific learning disabilities.
b. We have a small number of pupils and parents who have a hearing impairment.

c. We also have pupils with autism, ADHD, social and emotional mental health needs, and long-term medical conditions (for example epilepsy and diabetes), all of which fall within the Equality Act 2010 definition of disability where they have a substantial and long-term adverse effect on day-to-day activities.

8. Increasing access for disabled pupils to the school curriculum.

a. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

b. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have had full access to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others. Before any such sanction is applied to a disabled pupil, the school will consider whether the behaviour arose from the pupil's disability and whether reasonable adjustments could remove or reduce the need for the sanction, in line with the Equality Act 2010.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with a student	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms

Target	Strategies	Timescale	Responsibility	Success Criteria
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HOFs	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek less abled sports people to come into school	As required	PE coordinator	All to have access to PE and be able to excel

9. Improving access to the physical environment of the school

- Provision will be negotiated when a pupil's specific needs are known.
- We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual pupils, regardless of needs, as part of the LP process when required	As required	SENCO	LPs in place for less abled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction & ongoing if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities

Target	Strategies	Time-scale	Responsibility	Success criteria
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of less abled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher Governors Site manager School Surveyor	Re-designed buildings are usable by all
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENCO/First Aid officer	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	SENCO	
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall	On-going and as required	ICT	Hardware and software available to meet the needs of children as appropriate
	Liaise with VI/HI on information with regard to the visual impaired and hearing-impaired pupils	Software may be required		
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing-impaired unit on the appropriate equipment	Ongoing	LA Hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going. The ICT area and Arts Area have appropriate Disabled	LA	All disabled staff, pupils and visitors able to have safe independent egress

Target	Strategies	Time-scale	Responsibility	Success criteria
	Egress routes visual check	Access point but the 'older' part of the school is not appropriate. Investigations in place to ensure stairs have appropriate facilities for safe escape.	Site Manager	

10. Improving the delivery of written information to disabled pupils

- This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.
- In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.
- The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	Office	All parents receive information in a form that they can access

Targets	Strategies	Timescale	Responsibility	Success Criteria
	School office will support and help parents to access information and complete school forms	On-going	School Office	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current	Office/ Website design team	All parents understand what are the headlines of the school information
Annual review information to be as accessible as possible	Develop child friendly LP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	On-going	EAL coordinator	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided for parent	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 (WCAG 2.1 AA), including access for people with visual impairment.	On-going	Office	All can access information about the school
	Ensure Prospectus is available via the school website.			