

St Edward's C of E Primary School

School Accessibility Plan 2025-2028

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
- The school recognises its duty under the DDA (as amended by the SENDA): not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services, not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

Support

a) Education & related activities

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Accessibility Plan:

Entry to school		
Criteria	✓	Comments
Is the car park easy to access and close to the building?	✓	Yes, car parking for staff and visitors
Is there accessible parking close to the building which is step-free?	✓	Yes – access through the side of the building should it be needed.
Is there adequate space for drop off/pick-ups for disabled pupils?	✓	Yes – a flat entrance is at the rear of the playground. Pupils dropped and collected by taxi through EHCP provision are dropped at the front and met and dismissed there each day.
Is the flooring solid, even and in good condition?	✓	Yes
Do you have clear signage and directions to reception?	✓	Yes
Is the entrance easily visible to staff so they can see if someone needs assistance?	✓	Yes – cameras and buzzers alert office staff

School environment		
Criteria	✓	Comments
The environment is adapted as much as is able to meet the needs of disabled pupils. Due to the limitations of the building, it is not fully wheelchair accessible.		The LA would advise on alternative provision for any pupils in a wheelchair.
Board screens have coloured filters to support those with visual stress. Books and paper is also provided in the appropriate colour.	✓	Pupils can be tested for visual stress if concerns are noticed.
Support for pupils with vision or hearing difficulties is provided	✓	Learning Support team offer support as do the vision and hearing support service. We can also access assistive technology from the education support team.

Stairs		
Criteria	✓	Comments
Is there step-free access to all floors?		No – two classrooms are upstairs
If rooms/floors are inaccessible, can visitors be hosted in alternative accessible spaces?	✓	Yes – possibility to use alternative spaces

Curriculum		
Criteria	✓	Comments
The curriculum is fully accessible to all – where there is a specific need, this is adapted for and supported.	✓	The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

Trips, swimming lessons and residential stays are fully accessible to all - where there is a specific need, this is adapted for and supported.	✓	All trips are planned with full access in mind.
All pupils who have a disability have a specific learning plan to ensure their needs are met across the curriculum.	✓	The school continues to seek and follow the advice of LA services, such as the specialist teaching service, and of appropriate health professionals from the local NHS Trusts when needed.

Relationships		
Criteria	✓	Comments
All SEND pupils have a named adult available to support – either the class teacher or an LSA	✓	Transitions to new classes is well planned and new adults working with pupils may also have a social story outlining this.
Strong relationships with parents to ensure support for disabled pupils is strong	✓	Termly individual meeting with parents offered and also termly SEND parent group meetings to offer further support and training to parents.
All staff are trained in ASD and ADHD	✓	Staff are aware of the needs of pupils with ASD/ADHD and suitable adaptations are made when required
All staff who work with pupils who have a medical need have been trained on their needs and can implement their healthcare plan.	✓	All healthcare plans are updated annually at a minimum.
The SENDCo meets termly with all teachers to address any new needs of pupils that have arisen. Training and support is swiftly put in place.	✓	Meeting are planned in termly.
Recommendations for assessment are given to parents as soon as concerns are raised. Full support with referrals given.	✓	Parents can also access the Care Navigator service through school to see the timescales of NHS referrals.

Training		
Criteria	✓	Comments
SEND training in a wide range of needs is provided and regularly updated.	✓	This is for all staff, including dinner supervisors. All staff have been trained on ASD and ADHD and other training as required.
All medical needs supported and regular training is undertaken with NHS staff if required.	✓	Pupils with healthcare plans are well supported and staff meet their needs well.

Transitions		
Criteria	✓	Comments
Awareness of transitions being a tricky part of the day for pupils with ASD/ADHD.	✓	Pupils who struggle to enter school with SEMH needs have a meet and greet and ongoing adaptations to make them successful.
Safe space at lunchtime for pupils with ASD/ADHD who find the busy playground too unstructured.	✓	Adult led provision is accessed by these pupils who enjoy the safe space.
We provide enhanced transition support for pupils moving year groups each year and for those moving from Year 6 to year 7.	✓	SEND meetings with Secondary SENCO

Evacuation procedures		
Criteria	✓	Comments
Are there policies and procedures in place for assisting disabled people with evacuation from your building?	✓	Yes – all disabled pupils have an EEP (Emergency Evacuation Plan)
Are first aiders available?	✓	Yes – over the mandatory amount
Are any fire drills expected and has this been communicated in advance?	✓	Termly checks. If pupils are distressed by these, they have an alert beforehand.

Are the fire alarms audible and visible to all?	✓	Yes, any disabled pupils have an EEP and nominated adult to support evacuation.
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