



# Accessibility

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## POLICY

**School Name**

St. Andrew's Southgate

**Updated**

October 2022

**Date to be reviewed**

October 2025



Do justice,  
love kindness  
and walk humbly  
with your God Micah 6.8

# Accessibility Policy

For the purposes of this document a person is defined as having a disability if he or she has a physical or mental impairment that has an adverse effect on his or her ability to carry out normal day-to-day activities.

The governors and staff of St Andrew's Southgate Primary School (CE) are committed to ensuring that all pupils have access to a high quality education. For pupils with disabilities there are two main duties to be fulfilled:

- Not to treat disabled pupils less favourably than other pupils in the school.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The governors will actively look at ways in which barriers to the inclusion of all pupils in any activity can reasonably be removed and will endeavour to ensure that resources are targeted to that end. Regular training for governors and staff will be provided to ensure that the education of pupils with disabilities is effective and kept up to date.

## **Physical Environment:**

- Ramp leading to the front entrance of the school for easy access for pupils, staff and visitors.
- Group room and Centenary room used for quiet times, 1:1 or group work.

This policy should be read in conjunction with the SEND Information Report and the Equality policy.

Enclosed with this policy is the School Accessibility Plan showing the targets and outcomes for the three planning duties of the school which are -

- Increasing access for disabled pupils to the curriculum
- Improving access to the physical environment
- Improve the delivery of written information to disabled pupils

This policy and the accessibility plan will be reviewed and revised every 3 years.

ACCESSIBILITY PLAN	INCREASE THE EXTENT TO WHICH PUPILS WITH A NEEDS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
STRAND 1	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Training for staff in the identification of and teaching children with specific learning difficulties	All staff attend appropriate training.	External provider and SENCO	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom	Ongoing  Annual training in epipens.  Training made available on ad hoc basis.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Use of visual timetables across the School. Dedicated learning stations for SEND pupils if required during lessons.	Whole school approach	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing
All extra-curricular activities are planned to ensure they are accessible to all children.  All relevant staff to be aware of pupils with an ECHP and any relevant behaviour plans.  To ensure a detailed risk assessment is carried out for individual SEND pupils.	Use of staff training and staff meetings to disseminate information and good practice.  ECHP targets and strategies known by staff and reviewed termly.	All staff  All staff	Teachers' plans show how inclusion of disabled pupils has been taken into account.  Progress made towards ECHP at annual review and termly progress meetings with SENCO	Ongoing  Ongoing
Ensure all children identified as SEND have appropriate interventions in place according to need. These are identified on provision maps (SEN support) and 1:1 (children with EHCPs).	Pupil ownership of learning targets on LSP.  Ensure LSP are shared with all relevant staff.	Staff and pupils	Provision map is up to date and forms a key part of the planning process for all pupils.	Termly each year.

## ACCESSIBILITY PLAN

## IMPROVING THE PHYSICAL ENVIRONMENT FOR PUPILS WITH MEDICAL NEEDS

## STRAND 2

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Visual signage around the school is suitable for non-readers, is clear and well situated and available in relevant formats.	To ensure all staff provide school information in a format that meets pupil's needs.	Site Manager/ Teachers	Pupils are able to navigate the school regardless of any disability.	Ongoing
Work with parents of children with medical needs to ensure there is a partnership approach to learning	<p>Involve parents during annual review meetings and parent consultations in their child's learning. Ask for assistance in matters relating to their child's education.</p> <p>MarvelousMe app used to engage parents and share information.</p>	<p>SENCO/ Teachers</p> <p>Teachers</p>	Parents actively involved and happy with school's clarity of communication.	Ongoing

## ACCESSIBILITY PLAN

## IMPROVING THE PHYSICAL ENVIRONMENT FOR PUPILS WITH MEDICAL NEEDS

## STRAND 3

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Ensure systems are in place to consult and involve children with disabilities in the review of their provision.	<p>SENDCO to include representation from children with specific difficulties.</p> <p>A Provision Map to be used.</p> <p>LSP shared and discussed with parents.</p>	<p>SENDCO</p> <p>Teachers</p>	Parents involved and consulted in their Child's targets in annual review meetings and parents consultations.	Ongoing
Ensure that information regarding admission procedures etc. is available for the parent/carers of prospective pupils in alternative formats as required.	School to make this information available and to ensure parents/carers are aware of this availability.	School Office	In place and being used.	Ongoing