Accessibility Plan

St Agnes C of E Primary School

Approved by:	Mrs Sue Gittins
Last reviewed on:	September 2026
Next review due by:	October 2027

Our Vision and Mission Statement

'Learning together in God's Love'

We are an inclusive Christian family, who ***'Learn Together In God's Love'*** with mutual respect, tolerance and kindness. ***We treat each other as we would like to be treated (Matthew 7v12)*** this allows us to thrive in our education, friendships and journey through life. We are proud to say we are all equal.

Through the range of experiences we offer to all our pupils we encourage an understanding of the meaning and importance of faith and promote all the Christian Values. We particularly focus on Responsibility, Creativity, Forgiveness, Perseverance, Hope, Thankfulness and Friendship. These Christian values form the basis of our vision and are embedded throughout our school life and underpin all our teaching.

St Agnes is a small school that supports our community by providing an education of the highest quality within the context of Christian belief and practice. We work closely with our families to ensure they are fully supported and cared for

We expect everyone at St Agnes C of E Voluntary Aided Primary School to follow 'The Great Expectations' –

Be Safe
Be in the right place at the right time
Do your best
Handle your emotions
Use appropriate language
Cooperate
Respect everyone and everything

Accessibility Plan and Disability Equality Scheme 2017

1. Guidance The following publications will support schools in the design of their Accessibility Plan and Disability Equality Scheme.
From the DfES www.teachernet.gov.uk
Implementing the DDA in schools and early years settings
Promoting Disability Equality in Schools
Search using the reference 0160-2006DOC-EN

Copies can also be obtained from
DfES Publications PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel 0845 60 555 60
Fax 0845 60 333 60
Quoting 0160-2006DOC-EN

2. Disability Discrimination and Planning Duties.
2. Definition of Disability
The DDA defines a person with a disability as someone who has
*'a **physical or mental impairment** which has a **substantial and long term** adverse effect on his or her ability to carry out **normal day to day activities'***
Physical or mental impairments *includes sensory impairment, learning disability, dyslexia, dyspraxia, autism, speech and language impairments, attention deficit and hyperactivity disorder, diabetes, epilepsy, those with or surviving cancer, HIV or multiple sclerosis where the effect of the pupil's ability to carry out normal day to day activities is adverse, substantial and long term.*
Substantial *means more than minor or trivial. Long term means has lasted or is likely to last more than twelve months.*

Normal day to day activity *is determined by the affect of the impairment on mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing, or eyesight, memory or ability to concentrate, learn or understand, and the perception of risk of physical danger.*
Disability and Special Educational Needs *Most pupils who are in receipt of interventions, through School Action Plus and Statements of Special Educational Need will count as disabled. Not all pupils defined as disabled, such as those with severe asthma, arthritis or diabetes will have special educational needs but they will be defined as 'disabled' in terms of the DDA.*
All pupils who exhibit challenging behaviours will not meet the requirement of the 'disability' definition. Pupils who, as a result of the SEN graduated response and assessment process, have been identified as having 'social, emotional and behavioural difficulties' will be included in the scope of the disability definition in terms of the DDA.

3. Process for the production of a School's Accessibility Plan and Disability Equality Scheme

- Convene a working party to develop the Accessibility Plan and Disability Equality Scheme.

- Include a member of the SLT, the SENCo, the SEN Governor and ideally a parent, carer or close associate of the school who has a disability.
- Refer to the DfES publications which will assist in the clarification and understanding of issues associated with disability.

These materials will also be useful in supporting training.

- Follow the guidance, produce and implement the school's **Accessibility Plan and Disability Equality Scheme.**

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA:

- Not to treat disabled pupils **less favourably** for a reason related to their disability.
- To make **reasonable adjustments** for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to **increase access** to education for disabled pupils.

This duty requires schools to produce an **Accessibility Plan** that identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas, which is published and evaluated annually.
The three areas are:

- Increasing the extent to which disabled pupils are able to participate in the school **curriculum**.
- Improving the **environment** of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services.
- Improving the delivery to disabled pupils **of information which is provided in writing** for pupils who are not disabled.

- In addition, the Disability Equality Duty (2006) required all schools to:
- Eliminate **discrimination** that is unlawful under the DDA, including challenging inappropriate language/ name-calling witnessed in school in the same way that racial or homophobic behaviour is not tolerated.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably.**
- **In furtherance of this duty school has**
- Involved those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Published the DES/Action Plan.

- Demonstrated school has taken action identified to achieve outcomes. (refer to action plan)
- Arranged to report on progress, review and revise the DES/AP annually.

1A: The purpose and direction of the school's plan: vision and values
St Agnes Primary school has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school life.
St Agnes Primary School is committed to equal opportunities as determined by the National Inclusion Statement and supports those aims to:

- Set suitable learning opportunities
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.
  The School's mission statement is **'Learning Together in God's Love'**

1B: Information from pupil data and school audit
St Agnes School has 19 pupils, with the most prevalent needs (SEN Support) of which 8 are EHCP children (an additional 2 and possibly 3 EHCPs are in the evidence gathering stage).

Schools strengths are:
We are a very inclusive school and endeavour to make all reasonable adjustments despite a building that does make access difficult. We operate an 'open door' approachable policy and are happy to discuss the needs of families who may find access difficult. We are proactive in continuing the professional development of staff in addressing the needs of our SEN pupils.
There are some areas for development as identified in our SEN action plan.

1C: Views of those consulted during the development of the plan
The plan was put in place following a meeting and consultation, taking into account the views and aspirations of disabled pupils, employees, volunteers and parents. We also considered other disabled people, their advocates and/or voluntary organizations who may come into contact with school.
In addition, we considered the views and expertise of external partners, for example: speech and language specialists, educational psychologists.
Consultation was organized in a way that was accessible to the particular groups who were being consulted.
The SENCO meets with the SEN governor *termly* to update on all SEND matters in school and discuss ratifications to policies.

2A: Increasing the extent to which disabled pupils can participate in the school curriculum. This needs to evaluate:

- The impact the delivered curriculum has upon pupils with disabilities.
- The effectiveness of short term planning in identifying the range of reasonable adjustments being made.
- The appropriate deployment of adult and peer support, including at unstructured times.
- How the curriculum supports awareness of and positive attitudes towards, disability.
- Effective access to specialist advice and support.

We do this by:
Person Centred reviews are carried out for individual pupils three times a year (with SENCO present at all EHCP meetings) and we also meet with parents on Progress evenings in October and March.
All staff monitor the progression of children against their targets closely and regularly using the non-negotiable National Curriculum statements. Staff monitor their whole class through the tracking data and are clear on the graduated response; and when they should involve the SENCO with concerns. This is outlined in the SEND policy and on the school website, in the SEND Information Report.
Strategic planning meetings are held annually with QEST (Quality Effectiveness Support Team) to identify areas for development and where we need support. We then 'buy in' 4 days support from QEST and/or the Educational Psychology service to enable us to get specialist advice and support for our pupils. The SENCO contacts other outside agencies when specific support is required- for example, Educational Psychologists, Speech and Language Therapists, medical professionals such as Occupational Therapy, Social Services, the School Health Advisor and so on.

2B: Improving the physical environment of the school.
Attention may be paid to:

- Improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings.
- Improvements to toilets, washing and changing facilities.
- The provision of particular furniture and equipment to improve access – this has been prioritized in the SEN budget.

Staff re-visit 'barriers to learning' as part of their continued professional development through staff meetings and seeking the advice of the SENCO on specific difficulties. We strive to overcome these barriers and regularly review our practices. We support our most vulnerable children through access to lunchtime supervision, enabling all children to have a 'safe and sensible' lunchtime during which they are developing life skills, social skills and working on physical difficulties they may have.
In 2023, staff were trained on Team Teach. Staff also had training on 'the inclusive classroom' expectations. All classrooms use dyslexia friendly strategies and creatively use these to improve access for all.

Access to the Curriculum

Objective	What	Who/How	When	Outcome	Completed
To ensure all teachers are following SEN policy in the light of current needs.	All teachers need to ensure that they are using Quality First Teaching; setting, monitoring and evaluating appropriate targets on Structured conversations for all children on the SEN and AFA register and liaising with outside agencies and parents as required.	Continual training of staff in order to remove all barriers to learning. Monitor by SENCO	Ongoing	Needs of SEN pupils are appropriately met in terms of the school curriculum.	Policy has been reviewed and updated and agreed by School Governing Body (October 2026). All staff have been provided with a copy of SEN policy and acknowledged contents. Learning walks are carried out on a regular basis to by HT and SENCO to monitor standard of provision for SEN pupils. In 2025-2026 all staff received additional training on adaptive teaching and wellcomm. The Literacy Lead and SENCO attended Blanks Level Questioning training.

Ensure compliance with DDA and SEN Code of Practice	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel.	Staff and governors Meetings/training.	Ongoing	All personnel aware of requirements	SENCO attends 3 SENCO Development days across the academic year to remain up-to-date with LA SEND Information SENCO attends DLP (local) SEND hub to share good practice and maintain a collaborative approach to SEND within our learning partnership.
Greater awareness of and confidence in differentiating work to meet the needs of children with SEND	Identify areas where knowledge and skills base needs to be extended	SENCO to investigate what areas of training are required. HT & SENCO to carry out or arrange relevant training in line with current needs of pupils.	Ongoing. Initial meeting to plan for academic year takes place each September, following intake of children.	More highly trained staff in this area. Better access to the curriculum for all children.	Meeting took place in September 2026, and follow up meetings take place each term. A variety of training has been identified and appropriate staff have undertaken the training. Training undertaken by SENCO is cascaded to staff at weekly staff training as relevant.
To update and review	Carry out an audit of the plan	Review plan and liaise with HT & SENCO for an update	Review in July at end of academic year,	Plan evaluated and new actions	Completed annually.

the accessibility plan on an annual basis.		on current children with disabilities.	in time for new school year.	added where identified.	
To ensure that all children regardless of any physical or mental impairment have full access to an appropriate curriculum	Curriculum in accordance with the SEN Policy and successful wave 1,2 and 3 intervention.	HT & SENCO to ensure that differentiation/adaptation is in place in accordance with SEN policy and monitor intervention. Training for all staff in effective adaptations and relevant staff for support programmes. SENCO to monitor and obtain appropriate evidence.	Ongoing	Better access to the curriculum for all children regardless of impairment. Children able to access all aspects of the curriculum	Completed annually and revisited throughout the academic year
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Outreach provision from external agencies. All staff attend appropriate training	Ongoing	Children with ASD are successfully included in all aspects of school life.	All staff complete annual training relating to SEND. 2025-2026 staff had whole school training on adaptive teaching, PIVATs, behaviour as communication, mental

					health training, Wellcomm training. Team Teach Dec 2023 2 staff members had Blanks Level questioning training 2026 1 staff member has been on an Understanding Autism course
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All teachers. Class Teachers to consider all trips/activities at planning stage and make arrangements/adjustments to allow children with SEND to access/take part as appropriate. Additional support for trip planning available from EVC (Deputy Head). Further Risk Assessments put in place for specific pupils as required.	Ongoing	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Increase in access to all school activities for all pupils.	Specific Risk Assessments carried out to accommodate SEBD child at sports tournaments after school.
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children.	Headteacher and SENCO to review deployment annually and as required throughout the year.	Reviewed annually in July, with flexibility as need arises	Adult support is available during key times that individual children may	Completed termly

			throughout the year.	need support i.e. lunchtimes, PE lessons, extra curricular activities. Children who need individual adult support to participate in some activities have access to this support.	

Access to the Physical Environment

Overall, the school has good access for pupils, staff and parents. The school building is mainly on one level. Access to the school hall accessible via the outside door. Access to the main building has a ramp, however immediate access to Class 1 is via 4 steps. Access to Class 2 is via 3 steps. In the outdoor environment, playgrounds are not on an even level and risk assessments would need to be put in place for disabled access. Within the school building there is one disabled access toilet. Corridors and doors are all wide enough to allow wheelchair access, as is the entrance to the hall. The main entrance is accessible via steps and therefore to enter the building disabled access would have to be via the hall. Entrances for pupils are all via a level surface or ramped access. 2 of 4 fire exit doors are restricted by steps, and alternative exits are located close by.

Objective	What	Who/How	When	Outcome	Completed
Ensure compliance with DDA and code of Practice	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel. Building is compliant with the requirements of the DDA.	All staff/governors to be made aware at training sessions as required. SBM to ensure building compliance.	On-going	All personnel aware of requirements and obligations	
To update and review the accessibility plan on an annual basis.	Carry out an audit of the plan	Review plan and liaise with EHT & SENCO for an update on current children with disabilities.	Annually in September	Plan Review Annually	

Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	Class Teachers to review classroom layout annually for September in line with requirements of new class. Adjustments made as required throughout the year.	Annually at end of summer term/start of Autumn term.	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.	Set of Learning Environment standards have been drawn up for the school. Learning walks are carried out regularly to review classroom environments. The SMT has been working with individual teachers to organise classroom resources and make better use of space.
To ensure that both areas inside and outside conform to the H&S guidelines	To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level.	LA representatives, head, staff, caretaker and governors to carry out risk assessments	When required	Risk assessments carried out on all areas of the building as appropriate. This is an ongoing activity as it is responding to particular needs as and when they arise e.g risk assessment, personal plans.	Hall, office, toilets, entrance and staffroom have been changed over the summer 2019 to comply with DDA requirements and HandS guidelines.

Access to information

Objective	What	Who/How	When	Outcome	Completed
Ensure compliance with DDA and code of Practice	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel.	Staff and governors meetings	Ongoing	All personnel aware of requirements	
Availability of written material in alternative formats	The school will be able to provide written information in different formats when required for individual purposes. Make available school prospectus, school newsletters and other information for parents in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats. Review all current school publications and promote the availability in different formats for those that require it.	Ongoing / As required.	Delivery of information to pupils and parents/carers improved. All school information available for all.	Some letters have been translated to enable parents to receive key messages.

The school website contains information that is useful and accessible to parents.	School information published on school website and updated regularly. Information presented in a way that is clear and easy to understand.	SLT to review website and update content.	Ongoing	Delivery of school information to parents and the local community improved.	

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	**Probable Content**	**Why ?**	**Who ?**	**Where ?**	**When ?**
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed On Paper Then Entered Onto School's Information Management System Paper Version is Shredded	Held On File Throughout Child's Time At School Passed Onto New School When Moving Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		