



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



ACCESSIBILITY STATEMENT

'Together With God, Making Learning a Life Long Friend'

Approved:	6.10.2025
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We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)

St Anne's C of E Primary School has high expectations of learning, behaviour and respect for each other and this underpins everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit to be the best that we can all be every day.

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people. They must not directly or indirectly discriminate against, harass or victimise disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made

to prevent that disadvantage. Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measureable.' (SEND code of Practice 2014)

Improving the Curriculum Access at St Anne's C.E. Primary School

<u>Strategy</u>	<u>Responsibility</u>	<u>Timeframe</u>	<u>Outcome</u>
Staff training: Ensure that all staff have relevant up-to-date training to meet to the needs of ALL pupils and ensure that ALL pupils have full access to the curriculum.	HT SENDCO	Ongoing	All pupils can engage with and enjoy all elements of the curriculum and are supported effectively by all staff
Resources: Ensure that resources are tailored to the needs of pupils who require support to access the curriculum.	All staff with support from SENDCO	Ongoing	All pupils can access resources used to support the curriculum
Curriculum Design: Ensure that curriculum design takes into account the needs of all pupils and steps are taken to ensure pupils can access all elements of the curriculum. Ensure that the curriculum allows opportunities to celebrate difference Ensure that the curriculum is reviewed regularly taking into consideration the ever-changing needs of pupils.	Subject Leaders	Ongoing	All pupils have access to a broad and balanced curriculum All pupils are aware of the differences within our school community and beyond, and celebrate this.
Progress: Ensure that curriculum progress is tracked for all pupils, including those with a disability. Ensure targets are set effectively and are appropriate for pupils with additional needs.	All staff with support from SENDCO	Ongoing	The progress of all pupils is tracked to ensure that ALL pupils have the best possible chance of meeting aspirational targets set in-line with their own starting points Small steps progress is tracked through

			individual education plans or education health care plans and monitored regularly
Transition: Ensure that there is effective communication between staff, parents, settings and external agencies so that ALL pupils have the best possible start year on year or from setting to the next.	All staff with support from SENDCO	Annually	Staff have an excellent understanding of pupil's needs and therefore can plan according to ensure that ALL pupils have full access to the curriculum from the onset
Extended curriculum: Ensure that all pupils have access to out-of-school activities or extended school activities and reasonable adjustments are made to ensure that pupils can enjoy and achieve.	HT SENDCO	Ongoing	ALL pupils are able to access the extended curriculum and take part in extra-curricular activities of their choosing

Improving the availability of accessible information to disabled pupils, parents and visitors.

This part of the duty covers planning to make written information normally provided by the school to its pupils - such as hand-outs, timetables, textbooks, information about school events - available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

<u>Strategy</u>	<u>Responsibility</u>	<u>Timeframe</u>	<u>Outcome</u>
Parents & Visitors: Ensure that written material produced by the school is available in different formats to include (where necessary) large print, braille, alternative languages Liaise with the local authority to gather information for how to	HT Office Manager	Ongoing	All parents & visitors have full access to written information about the school All parents & visitors are fully informed about school activities and feel part of our school community.

access information in alternative formats			
Pupils: Ensure that written material and curriculum resources are available in different formats for pupils to access the full life of the school (For example, large print, dyslexia friendly overlays or coloured fonts, pictorial/visual cues, sign language)	HT SENDCO	Ongoing (Review every September)	All pupils have access to the written information needed to enjoy the full life of the school. Pupil well-being is improved and ALL pupils feel they have a positive role to play in their school community and can make a valuable contribution

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

<u>Strategy</u>	<u>Responsibility</u>	<u>Timeframe</u>	<u>Outcome</u>
Classrooms: Ensure that classrooms and other learning spaces (library, nurture room) are organised in a way that promotes independence for all pupils	HT	Ongoing	Classrooms accommodate the needs of ALL pupils so that curriculum time is maximised and physical disruption kept to a minimum.

			ALL pupils can access classrooms and classroom resources independently
Access around school: Ensure that pupils, staff, parents and visitors can access all areas of the school, including those areas used for out-of-school activities.	HT	Ongoing	All pupils, parents, staff and visitors can access all areas of the school safely and independently All pupils, parents, staff and visitors can exit the school safely in the event of an evacuation.
Toilets/Changing facilities: Ensure that all pupils, staff, parents and visitors have access to toilets and changing facilities Ensure that toilets and changing facilities can be accessed easily and independently.	HT	Ongoing	All pupils, parents, staff and visitors can access toilets and changing facilities independently and safely.
Parking access: Ensure that the school car park is equipped with a disabled access space for staff, parents and visitors. Ensure that measures are taken within risk assessments and planning for extra-curricular events so that staff, parents and visitors can park and access the premises safely and independently.	HT	Ongoing	All staff, parents and visitors are able to fully access the school premises, including for extra-curricular events, by parking close to entrances and exits