



*Successful learners, Success for Life*

## **Accessibility Policy 2023**

Date approved:	May 2023
Review date:	May 2026

### **Mission Statement**

At St Andrew's all individuals are valued and encouraged to achieve their best which supports our vision of providing a caring and nurturing environment, where everyone is given opportunities to learn, discover and grow in our changing world. We strive to guide our community into leading fruitful lives, learning from Jesus's teachings, to love themselves and one another in order to achieve success. A culture of high expectations is underpinned by developing key skills and Christian values through a broad and balanced, integrated curriculum. All pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs.

### **Principles**

- St Andrew's CE School and Nursery adheres to, and pays close regard to the disability under the Equality Act 2010 ([CLICK HERE to view](#)).
- St Andrew's CE School and Nursery plans to continue to ensure the accessibility of provision for all pupils, staff and visitors.
- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, spiritual, emotional and cultural needs.
- We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
- At St Andrew's CE School and Nursery we acknowledge that there is a need for on-going and regular updating of awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter as the school moves forward and expands.
- We are committed to upholding our whole school ethos of promoting the individuality of all our children, irrespective of differences such as ethnicity, attainment, disability, gender or background. We want all our children and visitors to feel welcome and we celebrate our differences.
- We promote the understanding of diversity including understanding disabilities through the school's PSHE Curriculum and assemblies.

- Staff at St Andrew's CE School and Nursery continues to increase access to the Curriculum by means of expansion and reasonable adjustments as is deemed necessary to ensure that pupils with a disability are as equally prepared for their future as are able-bodied pupils. This includes access to the teaching and learning as well as access to the wider Curriculum such as participation in after school clubs, leisure and cultural activities or school visits.
- Access to specialist equipment and aids as required which may assist pupils in their access of the Curriculum and their well-being throughout the school day will continue to be sourced and provided where applicable.

## **Physical Environment**

- At St Andrew's CE School and Nursery there has been substantial building and extension work. This has taken into account the need for full disabled accessibility. The school provides full access to the physical environment for wheelchair users. (*see Appendix 1 - 4*)
- St Andrew's CE School and Nursery provides disabled toilet facilities and a body management area.

## **Roles and Responsibilities**

### **Governing body**

The Governing Body will hold senior leaders to account for implementing the school's strategy for inclusion and accessibility for all staff, pupils and visitors. The Chair of the Curriculum Committee is the governor designated to evaluate the impact of increased support and inclusion of disadvantaged pupils; be it physical disability, social, mental and emotional health, cognition and learning, communication, interaction or sensory needs in line with the SEND Code of Practice 2014 ([CLICK HERE](#) to view) and guidelines and embedded in St Andrew's CE School SEND policy.

### **Headteacher and SLT**

At St Andrew's, the Headteacher retains overall responsibility for leading the continuing inclusion of all pupils, staff and visitors whatever their need and requirements.

### **Class Teachers**

Class teachers are responsible for the progress of all pupils within their class and will continue to provide a varied, inclusive and reasonably adjusted Curriculum (when necessary to meet the needs of an individual in the current cohort of children).

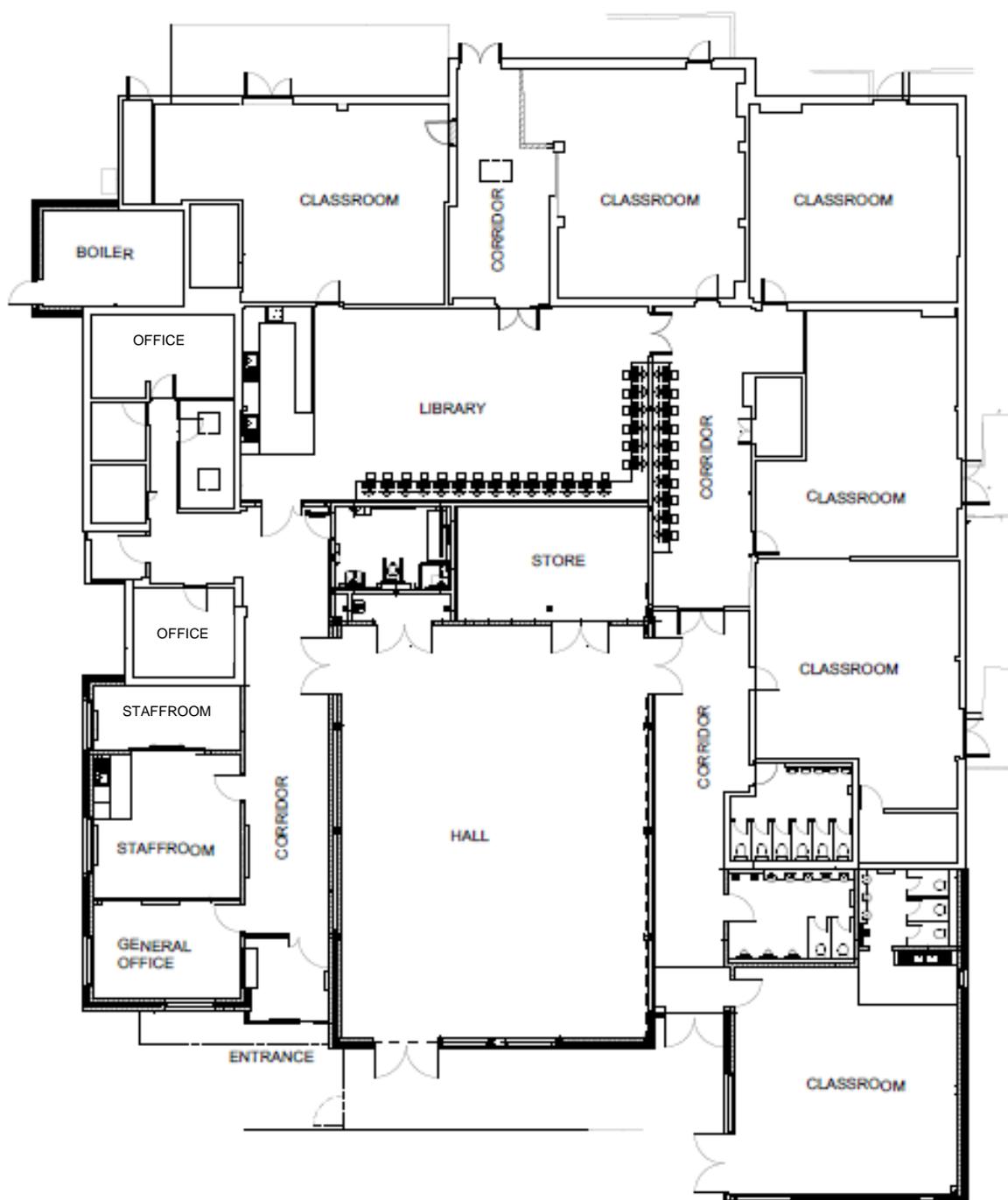
### **All Staff**

All staff must have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs.

## Conclusion

Class and subject teachers, support staff, SLT and the governing body are responsible for the progress made by and the inclusion of **all** pupils. All staff and the governing body are to continue to ensure that disabled or disadvantaged pupils, staff, and visitors are not treated less favourably for any reason related to their impairment. As the school continues to develop and move forward consideration for the inclusion and accessibility to all will be a key factor and consideration.

### *Appendix 1: KS1 Building*

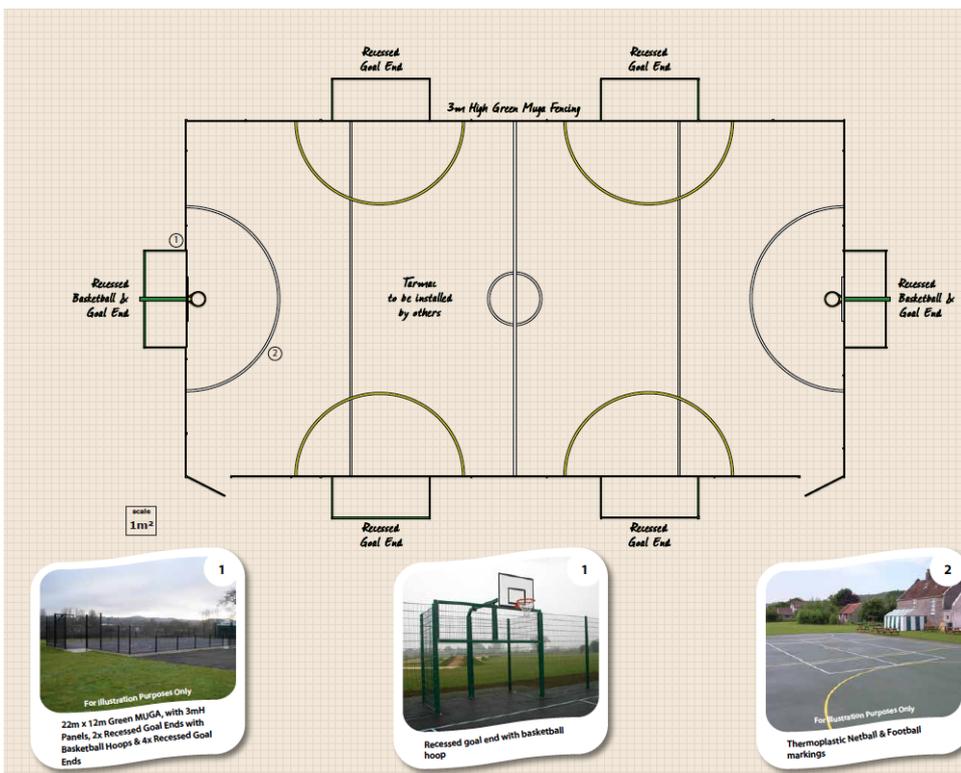




### Appendix 3: Main Playground



### Multi Use Games Area



Appendix 4: Nursery building

