



St. Anne's CE Primary and Nursery School

Accessibility Plan 2020-2023

Reviewed and updated

May 2020

Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.

Jesus summed up his most important teaching by quoting the greatest commandment –

Love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39)

At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

Why are we here? These are our values:

Loving God with all of our heart

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

Loving God with all our soul

We want to nurture the spiritual life of everyone in our school family recognising that "spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force." Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

Loving God with all our mind

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

How then do we live? All of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

Approach

‘Love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself.’

At St Anne’s CE Primary School, we have a deeply Christian vision which is firmly rooted in the bible. Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care. This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

This vision - to be the best version of ourselves that God created us to be – drives our commitment to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND), working in partnership with our pupils, parents and external agencies. Our School is committed to anti-discriminatory practice to promote equality of opportunity, prevent disabled pupils from being treated less favourably and valuing diversity for all children and families.

We believe it is our responsibility to remove any barriers which may impact negatively upon a child and prevent them to flourish. Our Accessibility Plan reflects this determination and the guidance provided by the Equality Act 2010.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. As a school we are committed to planning strategically to increase access over time. The purpose of the plan is to:-

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided or offered
- Improve the availability of readily accessible information to disabled pupils

Current good practice

Aim: Increase the extent to which disabled pupils can participate in the curriculum

We aim to remove any barriers which may prevent disabled pupils from accessing the curriculum as fully as their peers.

Current good practice:

- Collective worship celebrates differences
- We have a differentiated curriculum to meet the needs of all pupils
- We use resources to support the needs of pupils to access the curriculum fully
- We have TAs trained to be able to meet a range of specific needs
- All pupils are tracked for progress, including those with disabilities
- All pupils have individual targets which challenge and meet their needs
- Staff modify teaching and learning to meet the needs of all pupils
- Staff communicate with parents to discuss needs and provision

Aim: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided or offered

We aim to meet the needs of disabled pupils to access our school environment as fully as possible.

Current good practice:

- We have a disabled parking bay
- We have a disabled bathroom and changing facility
- Accessibility is included in Support Plans
- Advice is sought from professionals when needed
- Classrooms and corridors are adapted as far as is possible to meet individual needs

Aim: Improve the availability of readily accessible information to disabled pupils

We aim to use a range of methods to make information accessible to all pupils.

Current Good Practice:

- Collective/class worship addresses different needs and promotes tolerance
- Documents are available in large print
- Different colours can be used for exercise books, whiteboard backgrounds, reading overlays etc
- Classroom seating is carefully chosen
- Visual timetables are used
- Technology is used to
- Pictorial representations/physical actions

Action Plan

The Accessibility Action Plan details the schools objectives in the short, medium and long term in order to increase access over time.

Date: May 2020

Review due: May 2023

Accessibility Action Plan 2020-2023

1.To increase the extent to which disabled pupils can participate in the curriculum					
Aims	Success criteria	Objectives <i>Short, medium and long term</i>	Actions to be taken	Completion dates	People responsible
To ensure our curriculum is accessible to all pupils	All pupils can access the curriculum to the best of their ability, with support if required	To provide a differentiated curriculum to meet the needs of all pupils (<i>ST</i>)	Audit current curriculum to ensure it is accessible to all	End of each Summer Term	SLT SENCO Subject leaders
		To provide differentiated resources to allow all pupils to access the curriculum (<i>ST</i>)	-Audit resources used across all subject areas -Assess needs of pupils and resource appropriately, taking advice from relevant professionals where necessary -Monitor resourcing once put in place - SEN Support Plans - Resources to include examples of people with disabilities	Termly Termly Termly	SLT SENCO Class teachers TAs
		To set targets for all pupils, including those with additional needs (<i>ST</i>)	Curriculum targets to be set termly for all children	Termly	Class teachers SLT SENCO
		To monitor and track the progress of all pupils, including those with additional needs (<i>ST</i>)	-Progress is monitored against curriculum targets -Progress is reviewed and tracked -Monitor SEN Support Plans	Termly Termly Termly	SLT SENCO Class teachers
		To review the curriculum regularly to ensure it meets the needs of all pupils (<i>MT</i>)	Amend the curriculum as needed following the review	End of each Summer Term	SLT Subject leaders
Evaluation					

Accessibility Action Plan 2020-2023

 2.To improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Aims	Success criteria	Objectives <i>Short, medium and long term</i>	Actions to be taken	Completion dates	People responsible
To improve access to the physical environment	The physical environment is accessible to all children	To improve the physical environment to be accessible to disabled pupils- both indoor and outdoor <i>(LT)</i>	Audit current environment with regard to the pupils currently in school, to ensure it is accessible to all	End of each Summer Term	SLT/SENCO S I Governor Caretaker
		To maintain current provision of adaptations to the physical environment <i>(ST)</i>	SLT/Caretaker maintains disabled parking bay, disabled toilet, corridors kept clear, signage is clearly visible	Daily caretaker check Maintenance as needed	SLT/SENCO Caretaker
		To make adaptations, where necessary, to allow accessibility to disabled pupils <i>(LT)</i>	-The environment is adapted to meet the needs of pupils as required -To seek advice from relevant professionals	When needed	SLT/SENCO S I Governor Caretaker
		To ensure the playground, playing field and equipment are accessible to pupils with a disability <i>(MT)</i>	-Review the accessibility of the playground, playing field and equipment for pupils with a disability -Consider how to improve accessibility	Termly End of each Summer term	SLT SENCO S I Governor Caretaker
		To consider the needs of pupils with disabilities when planning any development of the school building or grounds <i>(LT)</i>	-To seek advice from relevant professionals	When needed	SLT SENCO S I Governor Caretaker
Evaluation					

Accessibility Action Plan 2020-2023

3.To improve the availability of accessible information to disabled pupils					
Aims	Success criteria	Objectives <i>Short, medium and long term</i>	Actions to be taken	Completion dates	People responsible
To improve the accessibility of information to disabled pupils	All pupils can access information	To ensure we use a range of methods to make information accessible to all (ST)	<ul style="list-style-type: none"> -Audit current provision to ensure it is accessible to all -Amend where necessary -Consider large print, fonts, accessible colours, use of symbols or pictures, different languages -Seek advice from relevant professionals 	End of Summer Term 2020	SLT SENCO S I Governor
		To maintain a range of methods to make information accessible to all(ST)	<ul style="list-style-type: none"> -Audit ongoing provision -Monitor SEN Support Plans -Discussion with pupils and parents regarding accessibility 	Termly	SLT SENCO Class teachers TAs
		To ensure classroom resources, reading books, text books etc are accessible to pupils(ST)	<ul style="list-style-type: none"> -SENCO and class teachers to consider requirements and resource to meet needs -Seek advice from relevant professionals 	Termly	Class teachers SENCO
		To ensure we use a range of methods to make information accessible to parents and carers (ST)	<ul style="list-style-type: none"> -Consider large print, fonts, accessible colours, use of symbols or pictures, different languages -Seek advice from relevant professionals 	Termly	SLT SENCO Office staff
Evaluation					