



St Francis Church of England Voluntary Aided Primary School

Accessibility Plan

2023 - 2026

To be reviewed: March 2026

Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Action Plan and Public Sector Equality Duty, and will similarly be published on the school website.

The Governing Body has had three key duties towards disabled pupils

- 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 plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can 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.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school’s plan: vision and values

At St Francis C of E Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. St Francis C of E Primary School

promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs and disabilities;
- gifted and Talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

March 2020	SEN support: 53 EHCP: 10
March 2022	SEN support: 45 EHCP: 13
March 2023	SEN support: 49 EHCP: 14

The percentage of SEND pupils is about 12% of the school population. The school has a significant number of children with ASC amongst the population; nevertheless, the school has a whole range of children of all backgrounds, needs and abilities.

We currently cater for children with common issues such as asthma and eczema, rare syndromes, neurodevelopmental and physical conditions, physical disabilities, dyslexia, allergies, heart problems, dyspraxia, ADHD, ADD, sensory impairments and SEMH needs (social, emotional and mental health).

We visit all children who are new to Foundation Stage 1 or 2 at home so that we are prepared for children when they arrive in school. We liaise closely with previous settings too so that we have a clear picture of children and their needs.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

We liaise closely with the Physical Disability Advisory Teacher in Swindon to ensure that if any extra equipment is needed for any individuals, that it is made available for our use in school.

Views of those consulted during the development of the plan

The plan was shared with staff, governors at Finance, Staffing and Premises committee and a focus group of parents, when initially constructed. Comments were made about ensuring accessibility extended to parents and the plan has subsequently been amended to ensure that these views are incorporated.

Review of the plan has been carried out with staff and governors.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of teaching assistants.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.
- Appropriate technology is borrowed or procured for pupils to enable their access to the curriculum as appropriate.

Arrangements for the admission of disabled pupils

- See Admissions policy.
- It is the parent's responsibility to contact the class teacher before admission, or shortly after to allow the school to adequately meet the needs of these children and where appropriate, access additional support, training or resources.

Steps taken to prevent disabled pupils from being treated less favorably than other pupils

- For school trips, the trip organiser ensures that venue and transport are aware of any special needs issues
- Rails installed to reception classroom to ensure mobility issues were addressed
- Towel dispenser height adjusted and step stall introduced in Nursery to address specific needs of pupil
- TA support on trips
- Flooring changed in toilet areas
- Specific activities accessed and learning differentiated
- Specific ICT equipment hired
- Specific areas and space for personal care and therapeutic needs accommodated
- Specific areas and equipment accommodated to ensure access to learning and play
- Professional involvement for training and allocation of teaching assistants to ensure staff are able to manage needs and pupils are able to access learning and play

- Multi-agency meetings and liaison to ensure that pupils needs are met and all professionals are working on agreed outcomes for pupils.
- Individual Personal Emergency Evacuation Plans are developed with external professionals and are regularly reviewed.

The facilities provided to assist access to the school by disabled pupils

- The school is a new build, opened in January 2005. Swindon Local Authority insisted that the building exceeds the regulations for ensuring that the building is as accessible as possible to all.

Parents and Carers

- School Development Plan is produced each year with the help of staff, governors and partner organisations such as the church and F.A.I.T.H. Section includes one for SEND.
- SEND Handbook for parents is written
- School policies, including the complaints procedure, are available at the school office and are published on the school website
- Access to Swindon Parent Partnership
- Access to Parent Support Advisor

St Francis Accessibility plan should be read in conjunction with the following policies/documents:

St Francis Vision and Aims

Admission Policy

Curriculum plans

Staff Development

Disability Equality Scheme

School Development Plan

Equality, Diversity and Inclusion Policy

Equality Action Plan

Health and safety Policy

SEND Policy and Handbook

Behaviour Policy

Action plan is below:

Accessibility Plan:

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	To ensure that the curriculum is as accessible as possible	Reconfigure ex-staff laptops for pupils use as new ones are bought to ensure those children who need constant access, have constant access to ICT This continues to be a relevant action and is part of our offer for pupils.	ICT Co-ordinator SENCO ICT Technician	On-going	SEND pupils more able to access curriculum as detailed in their EHCPs and IEPs	Head teacher SENCO Assessment data
2	To ensure that the curriculum is as accessible as possible	Continue to purchase tablets and other specific technology as advised by professionals to support learning in the curriculum for children who require them as part of their statutory requirements and continue to access the Assisted Technology Service.	SENDRAP funding	On-going	SEND pupils more able to access curriculum as detailed in their EHCPs/IEPs	SENCO IT coordinators Assessment data
3	Availability of written material in alternative formats	School makes itself aware of the services available through its LA for converting written information into alternative formats. School continues to be a Dyslexia Friendly School.	LA Head Teacher Admin Staff SENCO	On-going	If needed the school can provide information in alternative formats for parents and visitors	Head Teacher Feedback from parents and staff.

4	Raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Access appropriate training <i>This continues to be a relevant action and is part of our offer for pupils.</i>	LA. All school staff. SENCO	On-going	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff. Support Staff training log	Head Teacher. SMT SENCO. Class Teachers. Support staff
		Promote disability equality via • Staff meetings. • PSHE lessons. • Assemblies. • Celebrating difference. <i>To develop a 'social story' one page profile to share with pupils describing individuals needs.</i>	Whole staff Parents Class members	On-going	Increased whole school awareness of disability issues.	SENCO All staff. Conversations with children
5	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Appropriate Risk assessments following SBC guidelines. Differentiated Activities <i>This continues to be a relevant action and is part of our offer for pupils.</i>	Visit leaders. Educational Visits Co-Ordinator. Head Teacher	On-going	School trips & residential visits are accessible for all pupils.	Head School Visits Co-ordinator. Trip leaders.

						Feedback from pupils
6	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required. <i>This continues to be a relevant action and is part of our offer for pupils.</i>	Leaders of after-school clubs. Funrise Leader.	On-going	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
7	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Develop further alternative communication systems. Eg PECs training for EYFS staff Resources for V and H Impairment Continue to modify the way in which information is presented to pupils. <i>This continues to be a relevant action and is part of our offer for pupils.</i>	All Staff. Subject leaders. Advisors for sensory impairments.	On-going	Curriculum is fully accessible for all pupils. Training log	Head SMT. SENCo. Observations / discussion/ data
8	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: • Content • Strategies • Resources That could be employed when planning for pupils with difficulties or disabilities. <i>This continues to be a relevant action and is part of our offer for pupils.</i>	Whole staff. Subject leaders. Advisors.	On-going	Policies include provision for pupils with difficulties or disabilities	Head Subject leaders.

9	ASC outreach / breakout space	Evaluate spaces in school to develop an area which can be developed for pupils who need physical spaces to deescalate. This continues to be a relevant action and is part of our offer for pupils.	SMT/ SENCO	On-going	Appropriate physical space(s) designated so pupils have a place deescalate & work at work stations/ follow their IEP plans/ meet ASC needs	SMT/SENCO Outreach workers. Data and observation
10	Accessibility	Ensure that the school buildings continue to be accessible for all and resources such as the lift are made freely available. Adults who may have access issues are encouraged to discuss alternative access with staff. Staff to be sensitively proactive with this issue. This continues to be a relevant action and is part of our offer for pupils.	SENCO Admin staff All staff	On-going	All visitors to school are able to access the building easily	Health and Safety walk carried out by governors
11	Language barrier for parents and pupils	Develop knowledge of trusted language support so that, depending on need, adults and children can access language speakers so that they have clear communication and understanding with school. For example: • parents evenings • professionals • meeting social and emotional needs	All staff	Ongoing	Procedure for developing safeguarding and confidentiality. The voice of the child and parent is heard accurately and clearly so that communication / language is not a	Head Teacher SENCO SMT Feedback from parents and pupils.

					barrier to meet the needs of the child.	
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