

St Matthew's Church of England Primary School

Accessibility Policy and Plan

Policy written by Kirsten Cameron
Governor Link: Resources Committee

Policy approved in Autumn 2025
Policy to be reviewed in Autumn 2028



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Whatever you do, do it with all your heart. Colossians 3:23

Our vision is to be a school where pupils have a positive approach to learning and where provision is consistently good or better. Our curriculum is relevant and creative and reflects our diversity. We aim for all pupils to leave St Matthew's well equipped for the future, demonstrating Christian values and showing self-confidence.

Aims

St Matthew's Church of England Primary School is an inclusive school and our values reflect our commitment to having high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

It is the responsibility of the whole school community to implement this policy in a manner which promotes the inclusive ethos of our school.

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. This can include, for example, the provision of an auxiliary aid or adjustments to premises. Schools are required under the Equality Act 2010 to have an accessibility plan.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

The plan will be made available online on the school website, and paper copies are available upon request.

St Matthew's Church of England Primary school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

An Accessibility Plan will be drawn up in consultation with users of the school to cover a three-year period. This Accessibility Plan will build on previous ones and reflect data and consultation from those schemes where they continue to be relevant. The action plan will be resourced, implemented, reviewed and revised as necessary.

In drawing up the Accessibility Plan the school has set the following priorities:

- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To improve the availability of accessible information for all pupils and parents
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

The school will also make reasonable adjustments for individual students, who need extra provision than that which is already in place, to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed.

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Policy
- SEND Policy and Information Report
- Supporting Pupils with Medical Conditions Policy

I. Improving Access To and Participation Within the Curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.

Our aim at St Matthew's is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Current Good Practice:

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- The classroom environment is modified in terms of the layout and displays are used to promote participation and independence of all pupils.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is regularly reviewed to ensure it meets the needs of all pupils.
- Out-of-school activities are planned to ensure, where reasonable, the participation of a whole range of pupils.
- Through PSHE lessons, and at other appropriate opportunities, teaching staff raise awareness of disability issues amongst pupils and give due regard to the development of basic daily living skills, relationships and future aspirations.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be regularly updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Add notes to SEND register on Bromcom with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs pinned at the top of a child's profile on Arbor. Liaise with parents and external agencies (eg. paediatricians) to ensure we receive up-to-date reports.	SEND register and paperwork for individuals. Care plans	To be continually updated but checked termly.	SEND and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents.	SENDco SLT Class teacher	Introductory meetings in the Autumn Term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with Graduated Approach Plans and EHCPs.	Up-to-date Graduated Approach plans and EHCPs	On going. Termly meetings.	Increased engagement of parents.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communications with nurseries and schools to provide a quality transition.	SENDCo Class teachers	To identify pupils who may need additional to or different provision for the September and mid-year intake.	-Teacher/ SENDCo time	On going	Transition for children from Nurseries and other schools is smooth with adequate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	SENDCo SLT	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies - Autism support team, Speech and language, EP and OT etc . TA training on adapting lessons and using scaffolding for pupils with additional needs. Staff meetings addressing inclusive practice and SEND procedures. SENDCo to do 1:1 session with teachers who need bespoke guidance for pupils. New staff to have SEND included in their induction to understand the needs of their class.	-Staff meeting -TA training -SENDCo/Teachers time -External agency training	On going All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training needs changes.	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.
Use appropriate assessment tools and activities for children working pre-key stage.	SENDCo Assessment Leader	Ensure staff are familiar with SEND Inspire Use other professionals' suggestions for adaptations of the curriculum. SENDCo to attend SEND Forums and see what other local schools are doing to support pupils working pre-key stage.	SEND Inspire External Agency Support	Introduced to new staff during induction	Children working pre-key stage will have consistent approaches for assessment and planning via SEND Inspire Children working pre-key stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	SENDCo	To liaise with parents. To liaise with external agencies. Make relevant referrals to external agencies To identify training needs.	Staff training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Appropriate specialised equipment is used to benefit individual pupils and staff.	SENDco	iPads available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment Eg. PECS, visual timetable, wobble cushions etc. Use Inprint to make resources.	Audit of equipment and needs Staff training Cost of resources	On going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.
Interventions are used appropriately to help children make progress in targeted areas and skills.	SENDCo Class teachers	Track intervention success on Insight. Strategic staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	Insight Training on new interventions through external professionals Resources required to deliver interventions	On going	Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress.
All children continue to be visible in the curriculum and resources.	SENDCo Class Teachers Subject Leaders	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice.	Books Teacher-made resources for lessons Visitors	On going	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving Access to the Physical Environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Current Good Practice:

The school has the following adaptations in place to meet physical and sensory needs:

- Ramp access (both inside the school and in the playground)
- Levelled access to EYFS & Y1, ramped exit from Y4, Y2 and Y1 to outside.
- Elevators
- Corridor width
- A disabled parking bay
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Access to specialist support as required
- PEP in place when required
- All door handles contrast in colour with the main body of the door and at accessible height
- External fire exits – handles meet DDA requirements

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Ensure all children feel safe and involved at playtimes.	Ass HT SENDCo	Play Leaders and MDSAs to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher	Training for Play Leaders and MDSAs Buddy system for new children	On going	Children feel safe in school – evidence in survey results from children.
Maintain safe access round the interior and exterior of the school.	Bursar Caretaker	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters / newsletters / website / school staff.	-Premise meetings - Premise walk	On going	There is safe access throughout the school
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation.	HT Sports Coach	Audit SEND children use of clubs and extended services Risk assessments put in place if needed.	Registers of clubs and extended day Risk assessments	On going	Children with additional needs are accessing clubs of their choices with the correct planning and support.

3. Improve the Access and Delivery of Information

To improve the delivery of information for disabled pupils and parents

Current Good Practice:

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage at accessible height and in accessible format
- Large print resources
- Pictorial or symbolic representations
- Flashing lights to accompany the fire alarm system present in the disabled toilet
- Brochures, newsletters and other information for parents are produced in accessible formats.
- Alternative formats are used for written materials, when specifically requested, and when this request can be classed as a 'reasonable adjustment'.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents.	Headteacher	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.		On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats.	Headteacher	Ensure office staff are able to use Google Translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Google Translate	On going	Parents are able to access all information and complete forms independently or with assistance.
Have interpretation and translation technology or services available for parents who cannot access spoken communication (eg.BSL) and/or English.	Headteacher SENDCo	Use online translation tools in meetings eg.Google Translate. Allow parents enough time to organise their own translators for meetings. Book translators for crucial meetings	Translation apps Translators time.	On going	Parents and children will all be able to access meetings and be able to express their views accurately and understand others clearly.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Improve use of visuals to increase understanding of written information.	Headteacher SENDCo	Use Inprint to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train all relevant staff members in how to use Inprint SENDCo to ensure there is a bank of ready-made resources for teachers and TAs to access.	Training Time for meetings	On going	Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.

Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Complete actions
Number of storeys	2			
Corridor access	Corridors are wide and clutter free. Visual reminders of direction of travel in place.	Monitor and maintain.	SLT	Ongoing
Lifts	1	Ensure lift is regularly maintained.	Bursar	Ongoing
Parking bays	1 disabled parking bay	Ensure bay is kept free of obstruction for easy access.	Caretaker / office staff	Ongoing
Entrances	Level access to main entrance and low level access to office. Assisted opening doors in entrance.	Ensure entrance is kept obstruction free, for easy access.	Caretaker and office staff	Ongoing
Ramps	Ramp access (both inside the school and in the playground) Levelled access to EYFS & Y1, ramped exit from Y4, Y2 and Y1 to outside.	Ensure ramps are kept obstruction free, for easy access	Caretaker	Ongoing
Toilets	1 disabled toilet	Ensure that this is not used as a storage facility.		Ongoing
Reception area	Leaflets and resources at an accessible level.	Monitor and maintain.	Office staff	Ongoing
Internal signage	Internal signage displayed at accessible height and in an appropriate format.	Monitor and maintain.	SENDCo	Ongoing
Emergency escape routes	Fire escapes from 1 st floor classrooms. Personal evacuation plans in place, as appropriate.	Ensure fire escapes are kept obstruction free.	Caretaker	Ongoing