Accessibility Plan

2026–2029

St Andrew's Church School, Bath

Our Commitment

At St Andrew's Church School, we are committed to providing an inclusive, welcoming and ambitious learning environment where all pupils, regardless of need or disability, can thrive. We aim to identify and remove barriers to learning so that every child can participate fully in school life, develop confidence and achieve their potential.

We value every member of our school community and promote a culture of respect, dignity and inclusion.

Purpose of the Plan

This plan outlines how St Andrew's Church School will improve access over time for disabled pupils, staff, parents/carers and visitors. It focuses on three key areas:

- Increasing access to the curriculum
- Improving the physical environment
- Improving the delivery of information

Definition of Disability

A person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Legal Framework

This plan meets requirements under the Equality Act 2010 and reflects the school's duty to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations
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The plan is reviewed regularly and forms part of the school improvement cycle.

School Context

St Andrew's Church School operates across one main site with some multi-level and mixed outdoor spaces. While most areas are accessible, some parts of the site present challenges for those with reduced mobility.
We are committed to making reasonable adjustments and will respond to individual needs as they arise, working closely with families and external agencies.

We recognise a range of pupil needs, including:

- Cognition and learning needs
- Social, emotional and mental health needs
- Communication and interaction needs
- Sensory and/or physical needs

1. Increasing Access to the Curriculum

Target	Strategies	Outcome	Monitoring	Timeframe
Improve staff expertise in inclusive teaching	Ongoing CPD (SEND, adaptive teaching, scaffolding, assistive technology)	Increased staff confidence and improved pupil outcomes	SENDCo / SLT	Ongoing
Ensure curriculum is accessible to all learners	Use adaptive teaching, personalised learning and targeted interventions	Pupils access learning at an appropriate level	Phase leaders / SENDCo	Ongoing
Strengthen use of technology to support access	Ensure assistive technology and software is available and used effectively	Improved engagement and independence	Computing lead	Ongoing

Target	Strategies	Outcome	Monitoring	Timeframe
Ensure all pupils can access wider curriculum (trips, clubs, enrichment)	Risk assess and adapt provision where needed	Full participation in school life	SLT / Trip leads	As required
Promote inclusive ethos	Embed equality, diversity and inclusion across curriculum and collective worship	Positive attitudes and belonging	SLT / Governors	Ongoing

2. Improving the Physical Environment

Target	Strategies	Outcome	Monitoring	Timeframe
Improve access for pupils, parents and visitors	Individual access plans; consultation with families	Barriers reduced for individuals	SENDCo / HT	Ongoing
Ensure site developments consider accessibility	Work with LA/trust on future improvements and funding opportunities	Improved long-term accessibility	Governors / HT	Long-term
Provide appropriate equipment	Specialist furniture, IT and sensory resources where needed	Pupils can learn safely and comfortably	SENDCo	Ongoing
Ensure safe evacuation for all	Personal Emergency Evacuation Plans (PEEPs) implemented and reviewed	All pupils and staff safe in emergencies	HT / Site manager	Ongoing
Maintain safe and inclusive environment	Regular site audits and risk assessments	Safe access across site	Site manager	Annual

3. Improving the Delivery of Information

Target	Strategies	Outcome	Monitoring	Timeframe
Ensure information is accessible to all parents	Clear communication, simple language, multiple formats	Parents fully informed and engaged	Office / SLT	Ongoing
Improve accessibility of written materials	Large print, visual supports, translated documents where needed	Improved understanding and access	SENDCo / Office	Ongoing
Ensure website accessibility	Regular review of website compliance and usability	Accessible digital information	Admin / HT	Ongoing
Support communication needs	Use interpreters, translators or alternative communication methods as required	Inclusive communication with families	SENDCo	As required
Develop staff awareness of accessibility	Staff guidance on accessible communication and formats	Consistent inclusive practice	SENDCo	Ongoing

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Monitoring and Review

This plan will be:

- Reviewed annually by senior leaders and TLC members
- Updated in response to changing needs
- Evaluated as part of the school improvement process

Linked Policies

- SEND Policy
- Equality Policy
- Health and Safety Policy
- Behaviour Policy