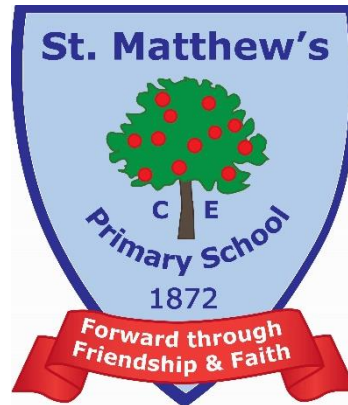


St Matthew's Primary School

Accessibility Plan



Our School Vision

“For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.”

Jeremiah 29:11

At St Matthew's we enable our children to become aspirational citizens. Our rich and broad curriculum is complemented by our deeply Christian ethos, empowering children and enabling them to flourish. Our Christian values teach children to value themselves: they are courageous advocates for the Christian message and the morals it instils in them, including issues of equality, justice and diversity. Worship is the beating heart of the school and provides opportunities to bring children closer to God.

The children of St Matthew's will be empowered to be in control of their own future, supported by guidance from God.

Date Ratified: For approval: January 2026

Review Date: January 2029

Version History

Version	Date	Status and Purpose	Document Author	Changes Overview
1	May 2019	New Policy	Business Support Co-ordinator	Updated the following (adapted from the model policy prepared by The Key for School Leaders): - Updated legislative basis – Equality Act 2010
2	December 2025	Updates	Lisa Maher	Updates throughout to reflect current school practice

Actions

For review by the Federated Governing Body (CSL/SMatt 08/07, LL/SM 15/07)

For approval by Board of Directors 16/07

DRAFT

Approval

Signed by Chair of Directors	
Date of Approval/Adoption	July 2019
Date of Review	July 2021

Notes on Document

This document is the property of the Frays Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a third party without the permission of the Chief Executive.

It is controlled within the Frays Academy Trust admin server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Paper or electronic copies may be taken for remote working etc. However, all paper copies not held within the admin server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed every two years or as necessary by the Trust.

To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

DRAFT

1 Scope

All 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 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

St Matthew's CE Primary School, part of the Frays Academy Trust, aims to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. St Matthew's CE Primary School's vision is for:

- the provision of high quality teaching and learning along with a deeply Christian ethos that enables our children to become respectful and aspirational citizens
- children to develop into resourceful, resilient problem-solvers who are independent and inquisitive
- children to value themselves: they are courageous advocates for the Christian message and the morals it instils in them, including issues of equality, justice and diversity
- worship to bring children closer to God and enable them to understand the relevance of faith to their everyday lives
- development the whole child, giving them the knowledge and skills to be successful in whatever path they choose to follow
- opportunities to be provided for children, both within the classroom and beyond, which will enable them to respond to the Big Questions that life often poses
- children to be open minded, excited to celebrate others and to share their successes

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

The trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our trust'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.

2 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.

DRAFT

3 Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM 1: Increase access to the curriculum for pupils with a disability

Current good practice	Evidence	Action Required/When?
Teachers and LSAs have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice where necessary.	INSET records for individual and whole school training. External Agency written reports and advice.	Regular SEN Staff Meetings updating advice re knowledge of learning styles. On-going CPD
Appointment of LSA to work closely with physically disabled pupils.		<i>As need arises</i>
Pupils with emotional, social and behavioural difficulties are supported in school.	Learning Mentor provides 1:1 and group support. Wellbeing and citizenship curriculum teaches children the skills to deal with such issues. Individualised Comprehensive Support Plans are in place where needed. Education Mental Health Support workers via CAMHS are available to support children and families.	Other therapies from external professionals may be provided where/if needed.
Classrooms are optimally organised for disabled pupils.	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of disabled pupils. <i>As need arises</i>
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by LSAs. Buddying systems are in place with children supporting one another with reading across the school.	Lesson observation records Lesson Plans Individualised Comprehensive Support Plans	Continue to implement personalised learning when appropriate. <i>Continuous</i>

Current good practice	Evidence	Action Required/When?
All pupils are enabled to take part in a broad and balanced curriculum, as well as extra-curricular activities such as music, drama and physical activities.	Full inclusion in extra-curricular clubs, church visits, concerts, performances and Flourish Friday etc..	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning. Individualised Comprehensive Support Plans. Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for. Personal risk assessments in place for specific children. Learning plans.	
All staff plan for additional time required by some disabled pupils to use equipment.	See lesson planning. Individualised Comprehensive Support Plans. Learning plans.	
Disabled pupils who cannot participate in particular activities are supported either through reasonable adjustments or alternative experiences, e.g. some forms of exercises in PE/sport.	Specialist equipment – walker/wheelchair are accommodated where necessary. Trips and curriculum activities are planned so that all children can participate.	<i>As needs arise</i>
ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	Audio support for hearing impaired; enlarged keyboards etc. Learning plans.	
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. Disabled pupils. H&S policy.	<i>As needs arise</i>
All staff have high expectations for all pupils.	Lesson Observations, tracking & target setting in place. Individualised Comprehensive Support Plans.	
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations. Learning plans. Individualised Comprehensive Support Plans.	Continuing CPD

AIM 2: Improve and maintain access to the physical environment

Current good practice	Evidence	Action Required/When?
The layout of areas such as classrooms, halls, dining hall, reception, playgrounds allows access for all pupils. Pupils who use wheelchairs or walking frames can move freely around school. There are no barriers to access caused by doorways, stairs, and steps. Ramps are used as needed.	There are double doors or doors wide enough to accommodate a wheelchair. All KS1 classrooms are on one level. KS2 classrooms are on two levels without a lift; years groups are not static, and do move floors if necessary. Entrance way to both buildings are wheelchair accessible.	<i>As needs arise</i>
Disabled Toilet facilities have sufficient room to accommodate a changing bed & toileting chair.	Installation of fully equipped disabled toilets in both buildings.	
Pathways around school are safe and well-signed.	Pathways are clear; gates are wide enough to accommodate wheelchairs.	Wheelchair users are able to access buzzers for assistance.
Parking arrangements for all are logical and safe.	One disabled space is available in the car park.	
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.	Testing of alarms on a half-termly basis
Signs are uncomplicated, and unambiguous.	See signage around school.	
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Classrooms are painted in neutral colours. Classroom displays are neutral. Classrooms are kept clear and tidy.	<i>As needs arise</i> There is a program of decoration in place
All areas are well lit	Audited by Site Manager.	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Ear defenders for pupils who may need them. Classroom allocation based on pupils' auditory needs. Sensory audit completed.	Further technology deployed where needed.
Furniture and equipment selected, adjusted and located appropriately, e.g. writing slopes, wobble cushions, bean bags.	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	<i>As needs arise</i>

AIM 3: Improve the delivery of information to pupils with a disability

Current good practice	Evidence	Action Required/When?
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists, e.g. Hearing Impairment Team. Lesson observations.	Staff Meetings to discuss <i>when needs arise</i> and <i>on-going CPD</i>
The school will liaise with external support services and agencies or invest in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.		<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents meetings, information is presented in a user- friendly way, e.g. by reading aloud, using overhead projectors/PowerPoint presentations etc.	Interactive White Board used in every classroom and visualisers used for close up demonstration work (i.e. needle work, sketching etc.) & for enlarging texts. All staff read aloud & for parents who cannot read, information can be read to them.	Separate report can be requested to be sent if a parent does not live at same address PowerPoint Presentations used at workshops and parents' meetings. Website updated regularly & weekly news letter sent to all parents.
Ensure fair admissions process for children with disabilities	Admissions policy enables children to apply under a 'medical' qualification.	

4 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 and by the Board of Directors.

The future planned action work will be overseen and co-ordinated by the Governing Body and by the Head of School. Evaluation of the progress of the plan will be made by the Governing Body on an annual basis.

5 Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

DRAFT