



St Aldhelm's Church School

Accessibility Plan (2025 – 2028)

Learning together for life in all its fullness ~ John 10:10



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.

This plan sets out the proposals of the Local Governing Committee (LGC) of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- 1) Increasing the extent to which disabled pupils can **participate in the school curriculum**.
- 2) Improving the **environment of the school** to increase the extent to which disabled pupils can take advantage of education and associated services.
- 3) Improving the **delivery of information**, which is provided in writing, for pupils who are disabled.

Aims

At St Aldhelm's, we seek to help all our children achieve their full potential. We aim to instil a love of learning and encourage children to value themselves and each other as unique individuals. Christian values underpin our daily life in school in an atmosphere that is safe and welcoming, where children learn to be reflective and considerate to others. We work together so that all our children are the best that they can be.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes, perceptions and stereotypes around disability and accessibility, to

continue to develop a culture of awareness, respect, tolerance and inclusion. We will not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.

The school recognises and values parents'/carers' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents'/carers' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, adapted to meet the needs of individual pupils and their needs.

Guidelines

- The Accessibility Plan is published on the school website.
- The Plan will be monitored through the LGC
- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
- The school will continue to seek and follow the advice of BWMAT and LA services.
- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Curriculum
- Admissions Arrangements
- Behaviour Policy
- Health and Safety Policy
- SEND Policy
- Supporting Students with Medical Conditions Policy
- Complaints Procedure

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
	<ul style="list-style-type: none"> - Work with teachers to implement changes to classroom environments - Monitor the impact on pupils' ability to focus and engage 	<ul style="list-style-type: none"> - Teacher feedback indicates a more conducive learning environment - Learning walks support the positive impact of well-considered and supportive learning environments consistently maintained 		
To ensure that PE lessons and sporting opportunities are appropriately adapted to ensure accessibility for all pupils	<ul style="list-style-type: none"> - Assess the current PE equipment and its suitability for pupils with disabilities - Research and evaluate appropriate adaptive and inclusive PE equipment - Develop a plan to acquire new equipment - Provide staff training on the use of the new equipment - Adaptations for all to access the learning are clearly planned for - Explore wider sporting opportunities for all 	<ul style="list-style-type: none"> - Comprehensive audit of PE equipment completed - New inclusive PE equipment purchased and available for use - All pupils, including those with disabilities, actively participate in PE lessons - Teachers are confident in delivering PE to all pupils 	PE Curriculum Team in liaison with SENDCO Executive Head in liaison with the PE Curriculum Team	2 years

Improving Access to the Physical Environment

Current Good Practice

St Aldhelm's Church School has made progress in improving the physical accessibility of its school environment. The school has completed building works to make the main building fully accessible, with wheelchair access to all classrooms (through an internal door), offices, the hall, and the library. There are two accessible toilets, and the playground, school field, outdoor classroom, and other outdoor areas have been made wheelchair-friendly. The school has also ensured that classroom furniture and equipment, such as bookcases, tables, and Promethean Panels, are at an appropriate height for wheelchair users. These improvements align with the school's vision and values, which emphasise inclusion and enabling all children to achieve their full potential.

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
<p>Improve visibility for children in the following areas:</p> <ul style="list-style-type: none"> ◦ create visible contrasts to the internal and external environment to support clearer vision for all ◦ reduce visual glare within classrooms 	<ul style="list-style-type: none"> - Conduct a survey of all internal and external surfaces to identify possible barriers due to low-contrast and/or glare e.g. steps, table/chair colour different to carpet - Review outcomes from survey and create a plan for improved change - Install high-contrast, non-slip strips on the edges of all steps - Audit lighting - Install blinds or equivalent to reduce glare from windows 	<ul style="list-style-type: none"> - All steps have high-contrast, non-slip strips installed - Glare on Promethean Panels is minimised in all classrooms - Glare on surfaces is reduced - Feedback from staff and pupils indicates improved visibility around school - Lighting is replaced where necessary 	Executive Head and Site Manager	1 year
Improve signage for children and visitors	<ul style="list-style-type: none"> - Review the current signage throughout the school - Design and install new signage that is clear, high-contrast, visual and accessible for all users 	<ul style="list-style-type: none"> - New signage is installed throughout the school - Feedback from staff, pupils, and visitors indicates the signage is clear and easy to understand 	Executive Head and Site Manager	1 year
Improve play equipment accessibility to enable all current children to take part in play, as well as considering future needs	<ul style="list-style-type: none"> - Conduct a comprehensive audit of all playground and outdoor equipment - Identify and replace or modify any equipment that is not accessible for pupils with disabilities currently in school - Identify and plan for purchasing additional accessible resources / equipment over time to develop our school's play for all 	<ul style="list-style-type: none"> - There is accessible playground and outdoor equipment for pupils - Purchases of new equipment shows consideration for disabilities - Feedback from staff and pupils indicates improved inclusion in outdoor play 	PE Curriculum Team Senior Leadership Team	3 years
Provide supportive chairs and standing to work desks for staff	<ul style="list-style-type: none"> - Audit all staff workstations and identify those requiring adjustable / supportive chairs and standing 	<ul style="list-style-type: none"> - All staff have access to adjustable / supportive chairs and standing desks where 	Head of School	3 years

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
	desks - Purchase and install appropriate furniture for identified workstations	required - Feedback from staff indicates improved comfort and accessibility at their workstations		
Provide further opportunities to support how children best work	- Replace older adjustable tables - Provide some standing to work desks in all classrooms	- Children are able to have their needs met through having the option to stand or sit to work (supporting sensory needs) - All classes have a standing work desk available	Executive Head and SENDCO	3 years

Improving Access to Written Information

Current Good Practice

St Aldhelm's Church School has made progress in ensuring that information is accessible to all pupils, including those with disabilities. The school provides written information to children, parents and staff in an accessible font and size, and makes it available electronically and in paper format. Dyslexia-friendly books are also accessible, and the use of Promethean panels in all classrooms, along with the implementation of Widget for visual support, has improved the visual display of information. Additionally, the school also provides support for parents to help them support their children, including reading meetings, ClassDojo, Welcome Meetings, and 1:1 meetings with class teachers, where necessary.

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Make key communications to parents and the community clear and accessible	- Identify key communications, such as Behaviour, Attendance, Safeguarding and Complaints policies - Design simple, visually appealing posters/leaflets for each policy - Ensure the content is clear,	- There is an agreed list of key communications - Posters/leaflets for all identified key communications are created - Feedback from pupils and parents indicates the	Head of School	1 year

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
	concise and accessible for all parents - Use of clear and visual posters can be used to inform pupils	information is clear and easy to understand		
To ensure that all parents and other members of the school community can access information about the school	- Information on the school website is clear and easy to navigate - Regular review of the school website and location of documents and specific information - Remove any outdated material to avoid confusion at point of use	- All stakeholders and interested parties are able to locate information quickly and easily - Misunderstanding and miscommunication is minimised	Executive Head and Head of School	1 year
The school utilises computer software to support all pupils and pupils with specific needs	- Audit carried out on computer software that work, is accessible to pupils and staff to support with accessing written information - The use of 'immersive reader' or equivalent available on all laptops and Chromebooks - Staff training on supportive tools (computer-based) to be applied in the provision for all children	- There is a clear list of software and resources that support accessing written information - Immersive reader or equivalent is used by children and in older classes this is used independently - Staff feel more confident in using these tools as part of their universal provision	Computing Team / Helpdesk SENDCO	1 year