

# **St Matthew's Church of England Primary School**



## **Accessibility Plan**

## **Our School Mission Statement**

Learning together in the Love of God

## **Our School Values**

Our theologically rooted Christian vision, 'Let not your light be hidden ... Let your light shine!' (Matthew 5 v -14-16) and our school values of faith, learning together, respect and choices are reflected in the kind of provision made for pupils with learning difficulties and special educational needs and disabilities (SEND) and our aspirations that pupils with SEND flourish and meet their potential at St Matthew's.

All staff led by the Head Teacher, SENCO and Senior Leadership Team resolutely promise to serve the local community and work tirelessly to support children and their families.

Learning together in the Love of God and our core values (respect, faith, choices and learning together) reflect the school's ethos in that we are committed to establishing equality for all pupils, their parents/carers, staff and other users of the school.

## **Aims**

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

The aim at St Matthew's aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Matthew's, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

We aim to:

- Provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- To nurture children towards positive self-worth, self-confidence as learners, and to help each mature socially and emotionally.
- To secure an inclusive learning environment and support pupils with special educational needs and disabilities (SEND).
- To provide 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
- To challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion

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

At St Matthew's we are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We support any available partnerships to develop and implement the plan.

### **The approach in Sandwell is underpinned by our approach which states:**

We believe that every child and young person (C&YP), irrespective of age, gender, ethnicity, disability or sexual orientation should have the right to be included as a valued, respected and equal member of the learning community with support according to need. This means they should share a range of common experiences including:

- Quality inclusive early years provision;
- Quality education in schools serving their local communities which ensures access to a broad, balanced curriculum within an inclusive learning environment which:
  - Sets suitable learning challenges
  - Responds to and meets pupils' diverse learning needs
  - Overcomes potential barriers to learning and assessment for individuals and groups of pupils
  - Enables them to become successful lifelong learners
  - Supports them in their preparation for adulthood and independent living
  - Maximizes the effective use of technology for learning and access to learning.

We believe that the attitudes, skills and expertise of all those who work with children, especially their parents and carers, are fundamental to the successful development of an inclusive learning community. Sandwell is committed to developing and extending these through training, curriculum development, research, and sharing good practice. This will support the aim that all children and young people are welcomed into their learning communities and can fulfil their potential. We believe that successful inclusion is beneficial both to those children with special needs and disabilities (SEND) who are included and to their peer groups. Particular efforts will be directed towards groups of children who, because of failures in our systems are termed 'hard to reach' and who are, therefore, particularly vulnerable in terms of social exclusion.

### **Training**

Staff and governors receive training through Continuing Professional Development (CPD) and INSETs to raise awareness of disability discrimination and the need to inform attitudes on this matter.

Staff receive training in relation to enabling pupils with SEND to make progress and access the curriculum and also gain ongoing advice from external agencies and enhanced therapists that work in the school on a weekly basis.

### **Complaints Procedure**

We ask that you would discuss any complaints with the Headteacher in the first instance. However, if you feel the need to complain the school's complaints procedure covers the Accessibility Plan. The complaints procedure sets out the process for raising these concerns and is available on the school website or a copy can be obtained from the school office

## **Supporting partners who have helped to develop and implement the plan?**

We have included a range of stakeholders in the development of this accessibility plan, including: pupils and parents/carers of pupils with Special Educational Needs and/or a disability, Governors, school teaching and non-teaching staff, the schools Enhanced Speech & Language Therapists and Enhanced Occupational Therapist, the Senior Leadership Team and Head Teacher.

## **The definition of disability**

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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.

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It has been approved by the governing body and Head Teacher Mrs Fiona Deakin

It will be the responsibility of the whole school community to implement the plan in a manner which promotes the inclusive ethos of our school.

## **Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical needs policy

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum including: ALD visuals, VI Clearview monitors, enlarged print, picture word banks, writing slopes, wobble cushions, thera-bands etc.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability (the Sandwell Skills Ladders and the Orchard Framework is used to identify small steps of progress for pupils learning pre-NC.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum within the Maple group is reviewed frequently to ensure it meets the needs of all pupils</li> <li>• School have requested and been accepted onto the PINs Project.</li> </ul>	PINs Project will provide training and expertise to support whole school knowledge of neurodiversity.	SENCO to access the PINs Project	Joan Amphlett	Sept 2025 – April 2026	<p>St Matthew's will become a neurodiverse aware school.</p> <p>Staff will have a greater awareness of how to support pupils who neurodivergent</p>

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps/ slope to access Yr1 and the outdoor area.</li> <li>• Lift (in the KS2 building)</li> <li>• Disabled parking bays (KS2)</li> <li>• Toilets and changing facilities within the Maple classroom, EYFS and KS1 reception area.</li> </ul> <p>The Maple Group has been developed and resourced to support pupils with more complex needs. This includes:</p> <ul style="list-style-type: none"> <li>• A sensory area, specialist equipment, low-lighting, a small outdoor area with climbing apparatus.</li> <li>• Enhanced Speech &amp; Language Therapists, Occupational Therapists support ongoing development and resourcing of the Maple Group.</li> <li>• The access area to the Windmill Lane site has been tarmaced (removal of tree roots, make the area safe).</li> <li>• A quiet outdoor area in KS2 has been created to support wellbeing (Each year group have a shelter, garden planter, seating areas.</li> </ul> <p>Consultations are in place for the expansion of the Maple alternative provision in KS2.</p>	<p>To support pupils who struggle within the large busy playground</p> <p>To extend the provision as numbers of complex SEN pupil increase/ move to KS2</p>	<p>An exercise bike is being purchased.</p> <p>Structural surveys have been commissioned</p>	<p>Fiona Deakin Marie Forker Amy Davis Fiona Deakin Joan Amphlett Marie Forker Governors</p>	<p>Autumn 2025</p> <p>Sept 2026</p>	
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Short bursts of learning for pupils who have more complex needs.</li> <li>• Sensory resources (e.g. wobble cushions, fidgets).</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations (ALDs, communication books)</li> <li>• ACE dictionaries for dyslexic pupils.</li> <li>• Intensive Interaction to develop communication.</li> <li>• Enhanced Speech &amp; Language Therapists/Occupational Therapist</li> </ul>					



