



ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

ACCESSIBILITY PLAN

Updated by	C Dennis
Updated when	March 2025
Ratified by	Samantha Moore
Ratified when	20/04/25
Signed by	Samantha Moore
Next Review Date	March 2026 In line with County/DfE reviews
Statutory Policy	YES
On school website	YES

COURAGE

RESPECT

HOPE

ENJOYMENT

COMMUNITY

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STATEMENT OF INTENT

This plan outlines how **ST PAULS** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims 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 above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.

- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Our Curriculum

<p>Ensure equal access to the curriculum for all, including pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>Ensure the school staff and Governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and Governors can access areas of school used for meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p> <p>Communication in print around school to help children's understanding and visual recognition</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & Governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
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<p>Improve and maintain access to the physical environment</p>	<p>Ramps</p>	<p>Ensure ramps and lifting equipment is serviced in line with manufacturer's recommendations to ensure they are in full working order at all times</p>	<p>Ramps. Lifting equipment is fit for purpose as and when required</p>
	<p>Disabled parking area</p>	<p>Disabled area for parking in the staff car park</p>	<p>Parking area clearly identified and marked accordingly. Parking area is kept free for those entitled to use it. Positioned at the nearest point to the school building.</p> <p>Those needing to use the facilities are able to do so independently</p>
	<p>Disabled toilets and changing facilities</p>	<p>Disabled toilet accessible along KS1 corridor Space available for changing if necessary. Alarm fitted in toilet</p>	<p>Wheelchair users are able to access and move around the school buildings with ease</p> <p>Movement through the school is unhindered and wheelchair users can do so independently</p>
<p>Library shelves at wheelchair-accessible height</p> <p>Doors and corridors can accommodate wheelchair movement</p>	<p>Some shelves are accessible, others would need help to access</p> <p>Doors and corridors are wide enough to accommodate wheelchairs</p> <p>Adult presence required</p>	<p>Access to equipment is available for all</p>	

	<p>All fire exits are clearly identifiable and signed</p> <p>Sensory feedback need identified</p>	<p>Educate children to the dangers</p> <p>Health and Safety termly checks</p> <p>Health and Safety termly checks for wear and tear and addressed accordingly</p> <p>In liaison with SENCOs and in line with PP's, provide children with the sensory feedback they require, eg. Wobble cushion, resistance bands, weighted lap bags etc.</p>	<p>All fire exits are clearly signed</p> <p>Children with sensory needs are given the support they need to engage with their learning</p>
<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> <p>Internal signage</p> <p>Large print resources are available on request via the school photocopier</p> <p>Pictorial or symbolic representations in classrooms (as required on an individual basis)</p>	<p>Internal and external signage to be clear and visible</p> <p>Large print resources available on request</p> <p>Teachers will use pictorial or symbolic representations in classrooms as required</p>	<p>Communication and the delivery of information meets the needs of all those with a disability</p>

Site Access	St Paul's school is flat	Equipment serviced in line with manufacturer's recommendations to ensure it is fully functional at all times	Site is accessible for all Service records available for checking
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6. Monitoring and review

This accessibility plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **March 2026**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

7. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy