

Accessibility Plan

3-year period covered by the plan: January 2025 - 2028

Plan reviewed: 2028

Background information:

Public sector organisations (including schools) have a legal duty under the Equalities Act 2010 to treat everyone equally; in other words, to not discriminate against them. The provisions relating to disability discrimination are different in that we may, and perhaps must, treat a disabled person more favourably than a person who is not disabled, and we may have to make changes to our practices to ensure that a disabled person can benefit from what we offer our pupils without that disability.

Definition of disability:

The Equalities Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Purpose of the Accessibility Plan:

The Equalities Act 2010 states that 'schools must implement accessibility plans which:

- increase the extent to which disabled pupils can **participate in the curriculum**;
- improve the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improve the availability of **accessible information** to disabled pupils and stakeholders.

The purpose of this plan is to show the current good practice with regard to accessibility for disabled pupils at St Paul's CofE Primary School and how we intend, over time, to increase the accessibility of our school in each of these three areas.

Accessibility Audit:

An accessibility audit has been completed to review current practise and identify actions in relation to accessibility to the curriculum, the physical environment and information.

Current Practice:

General provision - The principle of inclusion is central to the school's vision and values. We strive to create a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community. The needs of all pupils with any additional needs are carefully planned for and reflected in their SEND support plans, EHCPs (Education, Health and Care Plans) and Pupil Premium learning plans. The SENDCo liaises regularly with outside agencies supporting individual pupils to review accessibility and appropriate equipment to best meet their needs. Our school values of Wisdom, Love and Welcoming Community clearly show our culture and intention to be accessible to all

Curriculum - All teachers are required to adapt the curriculum to ensure access to learning and assessments for all pupils in their class with barriers to learning and additional needs being identified, addressed and shared with both pupils and parents. Staff training and targeted interventions are used to support pupils with a wide range of individual needs. The school curriculum includes a range of educational visits which are open to all.

Physical Environment - The school is built on one storey with a number of adaptations including ramps to increase accessibility. There is a disabled toilet although class based toilets are also adapted to meet individual needs such as the installation of height-appropriate grab rails and visually impaired approved signage to promote independent toileting. Careful consideration is given to classroom layout and accessibility to meet individual needs as pupils progress through the school. Quiet areas are identified with pupils who at times may benefit from alternative provision to their usual learning space. Communal spaces are maintained with minimal obstacles to facilitate easy movement around the buildings.

Information - Different forms of communication are made available to enable all pupils to express their views and to hear the views of others including print being enlarged for pupils where necessary or through an adult scribing. Visual timetables and pictorial task breakdowns are used to communicate the structure of the day as well as specific tasks. Access to specific IT equipment is utilised when appropriate. Home school books are provided during times of transition to support specific individuals.

Plan:

Aims	To further improve access to the physical environment To ensure that all pupils regardless of additional need or disability, continue to be able to participate in all areas of the school curriculum To further develop the accessibility of written information for pupils and parents
Success Criteria	For all children and adults, regardless of disability or impairments to be able to move around the school safely and confidently. For all children, regardless of disability or impairments will be able to participate fully in all school activities. For all children to be fully included in all lessons regardless of SEND or EAL status For all parents/carers to have full access to school information.
On-going tasks	Ensure that the school environment is clean and tidy. Ensure that arrangement of all working areas is organised and clearly demarcated. Ensure that teachers are creating inclusive environments monitored by the SLT. Ensure that teachers are appropriately differentiating lessons monitored through work scrutiny, planning scrutiny and observations. Updating key information about children and families. Updating the provision map.
Related documents	Inclusion policy Equality information and objectives. School development plan Behaviour policy Health and Safety Policy

Aim 1 - To ensure that all pupils regardless of additional need or disability, continue to be able to participate in all areas of the school curriculum

Current Good Practice	Actions	Timescale	Responsibility	Success Criteria
• Advice is sought from external professionals as appropriate and recommendations are embedded in classroom practice. • Procedures/equipment needed by new EYFS children are in place for the start of the Autumn Term. • Our school offers a differentiated curriculum for all pupils • We use resources which are tailored to the needs of pupils who require support to access the curriculum and which include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Educational visits are accessible for all.	• Review all relevant policies as scheduled. • Continue to seek advice from external professions as appropriate and ensure recommendations are embedded into classroom practice. • Ensure procedures / equipment needed by new EYFS children are in place for the next cohort by the start of the Autumn term. • To provide adapted dictionaries and other books for children with dyslexia and dyslexic traits.	Termly and as and when required.	SENDCo Head teacher Deputy Head teacher.	All pupils are able to participate in all areas of the school curriculum. Children will have access to adapted dictionaries to support them with independently checking and editing their written work.

Aim 2 - To further improve access to the physical environment

Current Good Practice	Actions	Timescale	Responsibility	Success Criteria
The environment is adapted to the needs of pupils as required. This includes: Ramps Disabled toilets Yellow strips are on all steps to highlight for visually impaired children	Investigate access improvement options for the school site including: - the entrance area - parking - the courtyard - doorways	Summer 2028	Site Manager Head teacher Health and safety Governor.	Improvements have been planned to the school site.

Aim 3 - To further develop the accessibility of written information for pupils and parents

Current Good Practice	Actions	Timescale	Responsibility	Success Criteria
Members of staff are aware of the needs of pupils within their class and the most effective ways in which to share information with them. Teachers are aware of the most effective way to communicate with parents with additional needs.	• Ensure signage is suitable for non-readers, is clear and well situated. • Ensure school leaders know who to contact if information needs to be shared using Braille, large print or other pictorial or symbolic representations. • Ensure school leaders know who to contact if school information needs to be interpreted into a language other than English	Termly and as and when required	Head teacher Business Manager Caretaker Office staff	Pupils, parents and staff have access to curriculum information and all other school information in a format that meets their needs.