



St Paul's CofE VC Junior School

"Promoting, Valuing and Celebrating achievement in a Christian setting."

Accessibility Plan

2023-2025

Title of Policy: Accessibility Plan
Date reviewed: November 2023
Next reviewed: November 2025
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Reviewed by Governors:



1.Statement of Intent

The Special Educational Needs and Disability (SEND) Act 2001 extended The Disability Discrimination Act 1995 (DDA) to cover education. In order to uphold the principles of these Acts, St Paul's CofE VC Junior School and its Governing Body have had three key duties towards disabled pupils;

- **not to treat disabled pupils less favourably for a reason related to their disability.**
- **to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.**
- **to plan to increase access to education for disabled pupils.**

St Paul's CofE VC Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The Plan sets out the school and governor's proposals to increase access to education for disabled pupils in three areas:

- **to increase the extent to which disabled pupils can participate in the school curriculum;**
- **to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;**
- **to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.**

Whole school training will recognise the need to continue training awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Plan should be read in conjunction with the following school policy documents: **The Equality Plan; The Positive Behaviour Policy; The Curriculum Policies; The Health and Safety Policy; The Special Educational Needs Policy; The SEN Information Report; The School Development Plan and The Equal Opportunities Policy**

2. Aims and Objectives

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To Improve and maintain access to the physical environment
- To improve the delivery of written information to pupils
- To fully meet the medical needs of children in our care



3.Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open-door policy to enable parents to share views or concerns, we also have parents' evenings twice a year.

Physical Environment

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.



4. Access Audit

The school is a multi-storey building, with additional areas used as part of the curriculum around the school site. There are both wide and narrow corridors and several access points from outside. All main entrances along with the external doors are on one level and majority are accessible to wheelchair users.

All Internal doors are wheelchair accessible, and a disabled toilet and shower facilities are available. These are fitted with a handrail and a pull emergency cord.

Main parking for parents is on the road. Access to the staff car park with ready access to the main entrance of the school is available for pupils or parents who use a wheelchair or who are disabled badge holders. The school has internal emergency signage and escape routes are clearly marked.

Pupils do not have access to the cellar storage area. If a member of staff was unable to access the area another member of staff would collect the resources.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and School Leadership Team will work closely with the Local Authority.



Access to St Paul's Curriculum

| Action Points | Strategies | Timescale | Responsibility | Success Criteria |
|--|---|-------------------------------|---------------------------|--|
| To liaise with the Infant Schools to review potential intake each September | To identify pupils who may need special provision | On-going | Y3 teachers and SENDCo | School is aware of any children due to start school who may have additional needs. |
| To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | On-going | Headteacher and governors | All policies clearly reflect inclusive practice and procedure. |
| To establish close liaison with parents and outside agencies for pupils with on-going additional needs. | To ensure collaboration between all key personnel | On-going As required | All Key staff members | Personalised plans are in place for any disabled pupils, and all staff are aware of pupils' needs. |
| Ensure support staff have specific training on disability issues | Identify training needs at regular meetings | On going | SENDCo / Headteacher | Raised confidence of support staff supporting Quality First Teaching |
| Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access | Set up a system of individual assessment plans for disabled children when appropriate. Share information with all agencies involved with each child | In place since September 2016 | SENDCo | All staff are aware of individuals' needs. |
| All school visits and trips need to be accessible to all pupils | Ensure venues and means of transport are vetted for suitability (Risk Assessments). Develop guidance on making trips accessible | Ongoing | Class Teachers/SLT | All pupils are able to access all school trips and take part in a range of activities. |



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| Review PE curriculum to ensure PE is accessible to all pupils | Review PE curriculum to include disability sports | Annually | PE co-ordinator / SLT | All pupils have access to PE and are able to excel. |
| Review curriculum areas and planning to include disability issues | Include specific reference to disability equality in all curriculum reviews | Annually | SENDCo / Headteacher / SLT | Gradual introduction of disability issues into all curriculum areas. |
| Ensure disabled children can take part equally in lunchtime and after school activities | Discuss with 'Out of school Club' staff, and people running other clubs after school. Support would have to be available – especially after school. | As required | SENDCo / PE co-ordinator / The person for who Extra-Curricular Activities is a designated responsibility. | Disabled children feel able to participate equally in out of school activities. |

Access the Physical Environment at St Paul's

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|--|--|-----------|---------------------------|--|
| Improve the physical environment of school | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site. | On going | Headteacher and Governors | All newly refurbished areas are designed with accessibility in mind. |
| Ensure everyone has access to the main reception area | Ensure that nothing is preventing wheelchair access- e.g. displays or furniture or carpeting | On going | Headteacher and caretaker | All access routes are clear from obstructions |



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| All external areas of the school are clearly lit at night | To install lighting across the back of the school to illuminate the Hudson room and playground | Checked regularly | Premises committee and Health and Safety committee | All external areas of school are clearly lit at night. |
| Maintain safe access for visually impaired people | The edges of all steps to be regularly painted with textured white paint. | Annually | Head Teacher/ Governors and Health and Safety committee Head teacher /Governors and Health and Safety committee | School is accessible for visually impaired pupils, staff and visitors. |
| Ensure there are enough fire exits around school that are suitable for people with a disability | Ensure staff are aware of the need to keep fire exits clear. | Daily | All staff/ Headteacher | All disabled personnel and pupils have safe independent exits from school. |

Access to Information

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---|--|-----------|--|---|
| Inclusive discussion of access admission procedures and to information in all parent/teacher annual meetings | Access a translator to facilitate the admission process and participation in meetings with school staff. Ask parents about preferred formats for accessing information eg braille, other languages Translation Tool to be added to website to allow multi-lingual access | Annually | SENDCO / Headteacher SENDCO / Headteacher | Staff are more aware of preferred methods of communication, and parents feel included. School website will become accessible to all. |