

*'Shine like stars in the world.'*

*Philippians 2.15*



**St Paul's CE Primary School**

**Accessibility Policy and Plan  
2026-2029**

## Vision

“Our school is one family, united in love and deeply rooted in our Christian values, where together on life’s journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place.”

## Our Core Values

*Love, Forgiveness, Faith, Friendship, Hope and Peace.*

<b>Approved by:</b>	Governors	
<b>Last reviewed on:</b>	Spring 2026	Belle Perrin
<b>Next review due by:</b>	Spring 2029	

## Contents

1. Aims .....	3
2. Legislation and guidance .....	4
3. Action plan .....	5
4. Monitoring arrangements.....	10
5. Links with other policies.....	10

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### 1. 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

St. Paul's CE Primary School aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our school is committed to providing an environment that enables full curriculum access which 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 steps with regards to disability and to developing a culture of inclusion, support and awareness within the school.

This plan should be read in conjunction with the following documents. Please contact the school office if you require a copy.

- SEND Policy and Information Report
- Equalities Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Behaviour and Anti-Bullying Policies
- School Prospectus
- Vision and Values Statement

We believe that this accessibility plan is compliant with current legislation and requirements as outlined in the Equality Act 2010, Schedule 10 (which incorporates the SEN and Disability Act, 2001 and the Disability Discrimination Act (DDA), 1995).

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including Enfield Council.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, SENCO, head of school, Executive headteacher and the Governing Body.

## 2. 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.

### **3. Action plan**

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





	<ul style="list-style-type: none"> <li>• Lunchtime seating</li> </ul>	Maintain accessible facilities	Regularly inspect accessible toilets, lifts, handrails, and ramps to ensure they are working and safe.	AC	Termly checks	Facilities maintained
<b>Improve the delivery of information</b>	<p>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible.</p> <p>Information is available on school website</p> <p>Reminders are sent via parentmail/Arbor</p> <p>Weekly learning document sent to all parents and includes key dates/reminders</p> <p>Class teachers call parents who may need additional support or understanding of information shared</p>	<p>Provide information in accessible formats when requested</p> <p>Improve accessibility of digital information</p> <p>Support communication with families who have additional needs</p> <p>Improve staff awareness of accessible communication</p> <p>Ensure information is shared through multiple channels</p> <p>Respond to accessibility needs promptly</p>	<p>Ensure key documents (letters, policies, newsletters) can be provided in alternative formats such as large print, simplified language, or digital formats when required.</p> <p>Review the school website and online platforms to ensure they meet accessibility standards (e.g., readable fonts, clear layout, compatibility with screen readers).</p> <p>Provide translation services or translated documents for families where English is an</p>	Admin team, SLT and teachers	Reviewed annually	<p>Requests for alternative formats are met promptly and recorded.</p> <p>Website meets accessibility guidelines and is easier for users to navigate.</p> <p>Families can access key</p>

			<p>additional language.</p> <p>Provide key information through a range of methods (email, website, printed copies, meetings) to ensure accessibility for all users.</p>			<p>information in their preferred language.</p> <p>Increased engagement with communications from parents and carers.</p>
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## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO and Executive headteacher.

It will be approved by Governing body.

## **5. 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
- Supporting pupils with medical conditions policy