

*'Shine like stars in the world.'*

*Philippians 2.15*



## **St Paul's CE Primary School**

### **Accessibility Policy and Plan 2022-2025**

#### 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."

#### Values

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

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**Intent**

St Paul's CE Primary 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).

**Definition of Disability**

The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities (DDA 1995).

The DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

**The Aims of this plan**

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act: participation in the curriculum, physical access to facilities and services and availability of information.

At St Paul's CE Primary School, we are committed to:

- Ensuring we are an inclusive school.
- Removing any factors which are barriers to including any pupils with a disability.
- Ensuring resources enable all pupils to access the curriculum.
- Staff development so that they can effectively support the needs of all pupils.
- Working with parents, the wider community and multi-disciplinary teams.
- Ensuring that the premises are fit for purpose in terms of accessibility.
- Regularly assessing the premises for accessibility thus being aware of any changes were they to be required.

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- Making funds available to make premises changes were the need to arise.

**Implementation – Disability Discrimination Act Audit**

This DDA audit outlines all areas in the 3 planning duties:

- Increasing access for disabled pupils to the curriculum
- Improving access to the physical environment
- Improving the delivery of written information to disabled pupils

This informs our future plans and highlights budget priorities. It highlights 3 levels of priorities:

- Implement urgently to eliminate a severe barrier or hazard
- Implement as soon as possible to improve access
- Action when relevant area of building is updated

**Audit of existing achievements and provision to date – January 2020 (from previous Accessibility plan Jan 2017 – Jan 2020)**

<b>Target</b>	<b>Improvements to date</b>
<b>To identify pupils with disabilities</b>	<ul style="list-style-type: none"> <li>• Records up to date and information gathered in advance (where possible) for new pupils entering the school in order to facilitate advanced planning.</li> </ul>
<b>To improve access to the curriculum</b>	<ul style="list-style-type: none"> <li>• All pupils have appropriate time and equipment for accessing tasks.</li> <li>• Additional adult support for children with EHCPs in place to ensure equal access</li> <li>• Staff planning ensures access for all levels of need and ability</li> </ul>
<b>To implement guidance for visually impaired</b>	<ul style="list-style-type: none"> <li>• Use of support from JCS</li> <li>• Risk assessments carried out by outside agencies, advice received put into place</li> </ul>
<b>To ensure all staff know how to meet the needs of disabled children</b>	<ul style="list-style-type: none"> <li>• Relevant training for staff as well as regular meetings to ensure information is disseminated amongst staff</li> <li>• Medical needs displayed in relevant areas for all staff</li> </ul>
<b>To improve access to Class 6T</b>	<ul style="list-style-type: none"> <li>• Handrail installed for outside door/steps leading on to playground</li> </ul>
<b>To improve the ICT provision</b>	<ul style="list-style-type: none"> <li>• Server upgraded</li> <li>• Laptops purchased (now have 30)</li> <li>• IT suite now has 30 computers</li> <li>• Ongoing upgrades for computers in classrooms and IT Suite</li> <li>• Individual laptops purchased through PP funding for identified children</li> </ul>
<b>To develop a programme of regular SEND training</b>	<ul style="list-style-type: none"> <li>• Training arranged for identified needs of groups of children</li> <li>• Staff made aware of latest legislation</li> <li>• All staff supported in the writing of SEND targets and IEPs</li> <li>•</li> </ul>

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	SEND register discussed at the beginning of each year, needs highlighted.
<b>To improve the quality of provision for children with specific emotional needs</b>	<ul style="list-style-type: none"> <li>• SEND Assistant has received training and is able to offer support to children with a variety of needs.</li> <li>• Therapist are used in school where funding is available for identified children</li> </ul>

**Information Gathering**

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

- Provision of information to pupils with a disability is currently provided by review meetings, parent consultation evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents.
- The school has an open-door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Prospective parents of pupils with Education Health and Care Plans (EHCPs) are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. These pupils will be visited in the pre-school setting and/or the home by school staff.
- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

Reviewed by Resources Committee	Autumn Term 2022		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	Autumn Term 2025		



**St Paul's CE Primary School - Accessibility Plan 2020-2023**

<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>
<p><b>Continue to improve access to the curriculum (including Educational Visits and extracurricular opportunities)</b></p>	<ul style="list-style-type: none"> <li>▪ Provide additional adult support where required</li> <li>▪ Provide modified documents where required</li> <li>▪ Planning and resources to be differentiated as appropriate to meet the needs of all children</li> <li>▪ Resources purchased as appropriate to support the needs of children</li> <li>▪ Access to external agencies as and when required and available to support the needs of children accessing the curriculum</li> <li>▪ CPD for all staff on the needs of pupils and strategies for supporting them as well as targeted training for specific staff as appropriate</li> <li>▪ All pupils, where reasonably possible, are able to access educational visits through thorough risk assessment</li> <li>▪ All pupils, where reasonably possible, are able to access extra-curricular opportunities if desired</li> <li>▪ Invite parents to accompany visits or support at extra-curricular opportunities if required</li> <li>▪ Monitor pupil progress and participation in clubs for identified pupils</li> </ul>	<p>All children have access to the curriculum, modified to suit their needs            Planning and delivery modified to increase access to the curriculum.            Specialist resources bought to support learning with training to support specific needs            All children have access to educational visits</p> <p><b>Progress:</b>            New intervention resources have been purchased to be used during early morning intervention group, run by Miss Perrin and Mrs Hogg.</p> <p>Evidence from learning walks shows differentiation is in place when maths lessons have been observed.</p> <p>Individual risk assessments are completed ahead of educational visits for any children with EHCP/SEND.</p> <p>Parents of PP children are given priority when booking after school clubs.</p> <p>External agencies have been used to support individual children, e.g SWERRL, EYFS SENCOs.</p>

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<b>To continue to improve ICT</b>	<ul style="list-style-type: none"><li>• To continue to invest in ICT facilities on an ongoing basis</li><li>• Increase the number of laptops for SEND pupils</li><li>• Improve the Wi-Fi accessibility</li></ul>	<p>The ICT provision in the school enables all pupils, particularly those with disabilities to access the curriculum in the best way possible</p> <p><b>Progress:</b> Belling Trust grant awarded.</p> <p>New whiteboards in all classrooms, IT room and Red group room.</p> <p>IT resources have been purchased including new laptops, Chrome books and iPads. Access for SEND children has increased when using laptops etc.</p> <p>A new server is now in place.</p>

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		WIFI has been updated.
<b>Ensure medical needs of all pupils (and staff) are met fully within the capability of the school</b>	<ul style="list-style-type: none"> <li>• To liaise with parents and external agencies</li> <li>• Identify training needs</li> <li>• Establish individual protocols where necessary</li> <li>• Risk assessments to be updated</li> </ul>	<p>Enable needs of pupils with medical needs to be met where possible</p> <p><b>Progress:</b> Individual health care plans are in place.</p> <p>Health care plans are included as part of risk assessments for educational visits.</p> <p>First aid training to be attended where necessary.</p>
<b>To continue to develop an ethos of nurture and understanding across the school</b>	<ul style="list-style-type: none"> <li>• Mental Health and Well-being as part of PSHE – teach pupils about mental health and the needs of others</li> <li>• Continue to promote inclusion in all activities including after school clubs</li> <li>• Reinforce school values and ethos through Collective Worship, church services and personal development curriculum</li> <li>• Utilise school mentor to support identified children</li> <li>• Work with school council to promote nurture and understanding</li> </ul>	<p>Pupils have a greater understanding of different needs Children feel safer</p> <p>Reduction in anxieties and behavioural incidents in the classroom and at lunchtimes</p> <p><b>Progress:</b> Mental health training took place in September for all teaching staff</p> <p>Values are a focus during weekly collective worship and displayed around the school.</p> <p>SEND assistant attending place to be</p> <p>School council has met, minutes shared with HOS.</p>