

St. Paul's Primary School

Accessibility Plan

2023-2026

Signature of Chair of Governors	Janet Serevena
Signature of Headteacher	Sheridan Upton
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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing board of St. Paul's Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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. Within this plan, we give the same consideration for children with learning and thinking differences.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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

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

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Target	Strategy	Outcomes	Timeframe	Review (Dec 2024)
Short Term	To gather information in determining barriers to learning and update the Accessibility plan accordingly.	HT to survey parents and children to identify further barriers to learning	Accessibility plan updated to remove any further barriers	Annually	
Short Term	Accurately identify need and implement appropriate strategies for children with more complex needs	Teachers, DHT/SENCO make careful assessments of individual children and involve outside agencies where appropriate. Implement advice from other agencies.	The needs of children are closely matched and children make progress with increasing independence	Termly	
Medium Term	To ensure all staff receive effective CPD to understand the different learning of our children so that children with additional needs are given full access to the curriculum.	SENCO/DHT to audit strengths of staff and identify where CPD should be targeted. Source appropriate CPD opportunities through LA EP surgeries and other sources	Staff have a greater understanding of the reasons for different learning styles and provide appropriate and effective strategies to improve outcomes	Annually	

Planning duty 2: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Target	Strategy	Outcomes	Timeframe	Review (Dec 2024)
Short Term	Ensure Leaders know if the entire school's physical environment is accessible	Carry out audit of school site – taking into consideration accessibility of all areas, including Outdoor Learning opportunities	All children and adults have equitable access to the whole school site	Annually	
Longer Term	To ensure all new pupils with a disability who have a place at the school have their accessibility needs highlighted and any actions taken before they start school.	DHT/SENCO and HT to ensure that transitions to school for pupils with disabilities are planned and structured to ensure appropriate adjustments have been made.	All children can access the school building, main areas and play areas on entry.	Ongoing	
Longer Term	To improve access to the site from the back entrance of Greenway Lane.	In consultation with the LA to secure funding to re-tarmac the pathway.	All members of the school community have equal access to the site.	July 2024	

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Target	Strategy	Outcomes	Timeframe	Review
Short Term	Ensure availability of written material in alternative formats for pupils	Make necessary adaptations of written materials such as: <ul style="list-style-type: none"> ● Larger print ● Alternative coloured paper ● Reading rulers ● Electronic versions of texts ● Audio versions of texts 	Pupils can access the curriculum fully	Weekly	
Medium Term	Ensure information for parents is accessible for all	Provide variety of options to communicate with parents: <ul style="list-style-type: none"> ● Website ● Letters/Email/Texts can be personalised where necessary ● Verbal ● Translation of documents into other languages with LA support 	All parents are fully informed and kept up-to-date	Termly	