St Paul's
C of E Primary School

A place to belong

Accessibility Plan

Headteacher:	**Christie Clarke**
Member of Staff Responsible:	**Emma Hartley**
Reviewing Committee:	**FGB**
Effective Date of Use:	**4th November 2025**
Date of Review:	**Autumn 2026**
Statutory / Non Statutory:	**Statutory**

This policy was reviewed and approved by the Full Governing Board in Autumn 2024. It is effective from this date and remains in force until the next scheduled full annual review by the Full Governing Body on the 4th November 2025. Where updates are required to reflect changes in statutory guidance or operational procedures (typically effective from 01 September), these will be incorporated through version-controlled amendments. All such updates will be clearly documented and communicated to staff.

Review Date	Reason for Change
September 2024	Updated and refreshed.
September 2025	Updated and refreshed.

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

Accessibility Plan

To be read in conjunction with the Special Educational Needs and Disability Inclusion Plan, the Special Educational Needs Information Report, the Supporting Pupils with Medical Conditions Policy and the Equality Objectives Policy

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002.

Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

· Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services

· Not to treat disabled pupils less favourably.

· To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

· To publish an Accessibility Plan

AIMS

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 disabled pupils can participate in the curriculum Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided Improve the availability of accessible information to disabled pupil St Paul's CE Primary School has adopted this accessibility plan in line with the school's special educational needs and inclusion policy with the aim of ensuring that our school is socially and physically accessible

to all members of our school community, and that all pupils have access to a full curriculum and are appropriately challenged. This involves providing access and opportunities for all pupils without discrimination of any kind.

· St Paul's CE Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. **Increasing the extent to which disabled pupils can participate in the school's curriculum**.
   This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. **Improving access to the physical environment of the school.**
   This covers improvements to the physical environment of the school and physical aids to access education.
3. **Improving the delivery of written information to disabled pupils**.
   This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

   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 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 body 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.

Consultation with pupils, parents and disabled people

The school is in constant communication with parents, carers & children. Regular review meetings provide details of how current practice can be improved and developed. Advice is also sought from the Specialist Teaching Team at CYC, when appropriate.

Audit of existing provision

(The inclusion of this section follows the recommendation in the DfES/Disability Rights Commission guidance 2006 'Implementing the DDA in Schools and Early Years')

1. **Curriculum**
   Our school aim of 'a place to belong' for all of our pupils ensures that we endeavour to:
   · Only use inclusive venues for residential visits that accommodate the needs of all of our children.
   · Provide a range of intervention programmes to support our children with learning difficulties and disabilities.
   · Encourage all of our pupils to take part in a range of physical activities.

· All school visits and clubs are available to all pupils.
· Train staff for the administration of prescribed medicines.
· Provide a full and varied programme to support transition e.g. extra visits to secondary school for our more vulnerable children.

2. **Physical Environment**

The following improvements have been made to the school environment:
· There is now a toilet with medical and hygiene facilities.
· Colour contrasting décor is part of the on-going maintenance programme, along with the marking of step and kerb edges.
- Signage is provided with widget symbols to support all learners

3. **Written Information**

· School is investigating the conversion of documents to alternative formats, drawing on advice from the Support Services.
· The school will use Language Line if needed for translation. Further advice would be sought when needed.
· The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEN/Inclusion Policy and the Accessibility Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

· The parents/carers of pupils
· The headteacher and other relevant staff members
· Governors
· External partners including the Specialist Teaching Team

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