

ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



'Encourage one another and build each other up.'

1 Thessalonians 5:11

Accessibility policy and plan - September 2025



In line with the current legislation as specified in the Equality Act 2010- Schedule 10 and the Disability Discrimination Act (DDA) 1995. It is a requirement that school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The plan will be updated annually.

School Governors are accountable for ensuring that the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period is completed.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Key Aims

To increase and eventually ensure for pupils with a disability/additional need that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

The aims of the policy and plan are:

- To show how St Paul's school, over time, will increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability/additional need can take full advantage of their education and associated opportunities.
- To ensure that disabled pupils and pupils with additional needs have access to relevant equipment to support their access, development and learning.
- To continue to ensure that **all** pupils can access the curriculum and wider school life and that reasonable adjustments are made when required.
- To ensure that all parents and carers can access the school's wider community and support with their child's learning.
- To ensure that staff are trained in meeting the needs of all pupils including those with additional needs and disabilities to enable them to access the curriculum.

Definition of disability

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 conduct normal day-to-day activities.

| Target | Action to ensure accessibility outcome | Accessibility Outcome | Time | Who responsible? | Success Criteria |
|--|---|--|----------|--|--|
| Accessing the physical environment | | | | | |
| To ensure that classrooms, buildings and outdoor grounds are accessible for all children and adults. | Painting door frames different colour from the door. | Visually impaired children can see the doorways easily. | On-going | Resources committee Inclusion Manager | Door frames are painted, and all children can see the doorways easily. |
| | Classrooms are organised to promote the participation and independence of all pupils, including positioning of children with additional needs | Classrooms are organised to ensure maximum participation (for example reduce trip hazards for visually impaired children. Children with visual/hearing impairments have the correct positioning in the classroom for optimal viewing/listening. Children with dyslexia have coloured paper, table prompts where required). | On-going | Inclusion Manager Class teachers | All pupils access the classroom effectively. |

| | | | | | |
|---|--|--|----------|---|--|
| | Personal Emergency Evacuation Plans (PEEP) are created and reviewed annually for pupils in school. | PEEP plans ensure children are safe when exiting the building in an emergency. | On-going | Inclusion Manager SENDCo Class Teachers 1:1 TA's | PEEP Plans created and implemented in fire practice/lockdown etc. Reviewed at least annually or if needs change |
| Accessing the curriculum | | | | | |
| To ensure that all children have access to the curriculum. | Purchase any new resources to broaden inclusivity for all groups of children. | Children with additional needs have the resources required to enable them to access the curriculum (for example wobble cushions, sound mats, chair bands, coloured paper, enlarged font) | On-going | Inclusion Manager SENDCo Class Teachers 1:1 TA's | All groups of children have improved access to equipment to ensure access to the curriculum. |
| | Analyse the attainment of pupils with additional needs and implement and monitor interventions for these children. | Termly data analysed by SENDCo and fed back to SLT for pupil progress discussions | | SENCo SLT Classteachers Inclusion Manager | Children with additional needs make expected progress |
| Disability Equality | | | | | |
| To continue to train staff to enable them to meet the needs of children with a range of SEN | SENDCo/Inclusion Manager to review the needs of children and provide training/support as appropriate. | Staff can enable all children to access the curriculum | On-going | Inclusion Manager SENDCo All staff | Staff have relevant training to meet the needs of children in their care and children with additional needs make expected progress |
| To ensure that any | Parents to be | School if informed by parents of | On-going | Headteacher | Barriers to learning are |

| | | | | | |
|---|---|--|----------|---|--|
| child recovering from serious medical conditions/injuries have minimal risk of contracting infections or exacerbating injuries while in school. | reminded about the need to inform school about infections. Risk assessments to take place to remove any barriers to access or engagement in activities. Written and shared with staff, pupils and parents following medical advice. | any infections. School produces risk assessments to ensure children have any risks minimised. | | Inclusion Manager SENDCo Class teachers | removed (i.e. child provided with writing aides while a broken arm). Children are kept safe while in school as risks identified on a risk assessment are minimalised. |
| Access to information advice and guidance | | | | | |
| To ensure all parents and other members of the school community can access information. | Written information will be provided in other formats as necessary e.g. large print, coloured paper. For parents who have a barrier to reading face to face meetings can take place to share information. | All parents and members of the school community access information. | On-going | Inclusion Manager | Parents have access to relevant information where required. |
| | SEND information session. | Offered to all parents. | On-going | Inclusion Manager | Parents have access to relevant information where required. |
| | Check that the information regarding SEND such as the SEND information report, | All parents and members of the school community access information. | On-going | Inclusion Manager | Parents have access to relevant information where required. |

| | | | | | |
|--|---|--|----------|--|---|
| | local offer, policy, accessibility plan is available on the school website and is easily accessible (provide paper copies, in enlarged print if no internet is available). | | | | |
| | <p>Translator for parent meetings and where possible and appropriate, information for home into native language so parents can access information where required.</p> <p>The languages of our school community are reflected around school and that parents who do not have English as their first language are still able to access information from school.</p> | Parents who may struggle to communicate in English are able to access information in their own language wherever possible. | On-going | <p>MFL/EAL teachers</p> <p>Inclusion Manager to ensure parents who require can access information when required.</p> | Languages of our school placed around school. |

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.