

ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



ENGAGE - INSPIRE - ACHIEVE

**The Christian family of St Paul's... moving forward together.
A caring, exciting and happy school where everyone succeeds!**



Accessibility policy and plan - September 2020

In line with the current legislation as specified in the Equality Act 2010- Schedule 10 and the Disability Discrimination Act (DDA) 2002. 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:

- The purpose of this plan is 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 carry out normal day-to-day activities.

Target	Action to ensure accessibility outcome	Accessibility Outcome	Timeframe	Who responsible?	Success Criteria
Access to the physical environment					
To ensure that, where possible, buildings and grounds are accessible for all children and adults	New pupil information taken from EHC and Parent/carer interview	Classrooms are organised to promote the participation and independence of all pupils. Modifications are made as appropriate.	Before entry for every new child.	Inclusion Manager Staff working in classrooms	Children are able to access environments.
	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.
	To be aware of the access needs of disabled pupils, staff, governors, parents and	Identify access needs of parents through parent interview and liaison with child and	Annually at the beginning of the school year and then throughout the year	Inclusion Manager	School is aware of access needs of parents and parents are able to access the

	visitors	family worker	as required		building effectively and safely
Ensuring inclusion in the school community					
	Identify the needs of the staff during recruitment, induction procedures, annual appraisal meetings and back to work interviews.	Annually and then as required.	Throughout the year as required	SLT Inclusion Manager	All needs of staff are highlighted and necessary adjustments are made
	Ensure pupils, staff and visitors with physical difficulties are able to access the building effectively and safely with and without support.	Annually and then as required.	Throughout the year as required	Inclusion Manager SLT	Pupils, staff and visitors are able to access the building effectively and safely
Access to the curriculum					
To continue to train staff to enable them to meet the needs of children with a range	SENDCo/Inclusion Manager to review the needs of children and provide training/support as	Staff can enable all children to access the curriculum	On-going	Inclusion Manager SENDCo	Staff have relevant training to meet the needs of children in their care

of SEN	appropriate.			All staff	
	Update medical information in pupil's files.	Staff are aware of children who have medical needs within school and are trained to manage these effectively.	On-going	Class Teachers SLT All staff Inclusion Manager (for complex medical needs)	Staff are aware of children who have medical needs and are trained effectively. If medical needs arise, these are dealt with promptly and effectively.
Ensure that all children have the correct height of furniture and are seated effectively within the classroom to access teaching and learning.	Ensure that children who have been provided with equipment such as classroom chairs from OT have these assessed regularly in order to check that they are functioning properly and are effective in enabling the pupil to access the curriculum.	Audit conducted annually As required	annually	Inclusion Manager Headteacher Health and Safety team SLT	ONGOING
To ensure that any child recovering from serious medical	Parents to be reminded about the need to inform school	School if informed by parents of any infections.	On-going	Inclusion Manager	Barriers to learning are removed (ie child provided with writing

conditions/injuries have minimal risk of contracting infections or exacerbating injuries while in school.	about infections. Risk assessments to take place to remove any barriers to access or engagement in activities.	School produces risk assessments to ensure children have any risks minimised.		SENDCo Class teachers	aides while a broken arm). Children are kept safe while in school as risks identified on a risk assessment are minimised.
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 eg. Large print, coloured paper.	All parents and members of the school community access information.	On-going	All staff where required	Parents have access to relevant information where required.
	Check that the information regarding SEND such as the SEND information report, local offer, policy, accessibility plan is available on the school website and is easily accessible (provide paper copies if no internet is available)	All parents and members of the school community access information.	On-going	Inclusion Manager	Parents have access to relevant information where required.
Ensure that the languages of our school	Translator for parent meetings and where	Parents who may struggle to	On entry to school	MFL/EAL	Languages of our school were placed

<p>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>	<p>possible and appropriate, information for home into native language so parents can access information where required.</p>	<p>communicate in English are able to access information in their own language wherever possible.</p>		<p>teachers</p> <p>Inclusion Manager to ensure parents who require can access information when required.</p>	<p>around school when this was required.</p> <p>Same to be observed.</p>
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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.



Children's Rights - Article 28

Every child has the
right to an education.

www.OutsideClassroomBoards.co.uk