

## St Paul's CE Accessibility Plan 2018-2021

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### Objectives

St Paul's CE Primary School is committed to providing an environment that enables full curriculum access that 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 action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognizes and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St Paul's CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Inclusion Leader
- School Business Manager
- Site Manager

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### Contextual Information

St Paul's CE Primary School has been in its current location since 1841. The original Victorian building was single story and contains the school office, kitchen, hall, Reception, year 1 and year 2 classrooms. In 1983 an extension was built to the rear of the school which is accessed internally by a set of stairs or externally from a side entrance. Toilets are available on both floors.

The main entrances to the School have level access however there are internal steps from Y4,Y5,Y6, the shared area and library in order to get to the hall and internal steps within school to get to Year 3 and the staff room.

Whilst we currently have stakeholders with a range of disabilities, at present we have no wheelchair dependent pupils, parents or members of staff.

### Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

Consequently, all children have always been encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success criteria
Ensure staff have specific training on disability issues relating to pupils in school	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCO	Raised confidence of staff
Ensure all staff are aware of disabled children's needs within school	Set up a system of individual care plans for disabled pupils.	As required	SENDCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	SENDCO/ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	SENDCO/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	SENDCO/PE	All pupils in school able to access all physical activities

### Access to the physical environment of the school

St Paul's Ce Primary School was awarded a building grant for the Diocese in May 2015. This was to improve safeguarding and accessibility and included a new entrance/office area.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Be aware of staff, governors and parents access needs and meet as appropriate through questions and discussions Consider any access needs during recruitment process	As required Induction and on-going if required	SENDCO Headteacher	All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all stakeholders to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign Develop system to allow for wheel chair users	Consider in any new development 2015-2018	Head/ Governors/ Site manager/ School Architect	Re-designed buildings are usable by all Disabled parents/carers/visitors feel welcome
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENDCO/ Fire marshals	All disabled pupils and staff working alongside are safe in the event of a fire

### Improving the delivery of written information to disabled stakeholders

In planning to make written information available to disabled pupils, staff, parents, governors and visitors we will need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Time-scale	Responsibility	Success criteria
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCO	Staff produce their own information
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2015	SENDCO	Confidence of parents to access their child's education
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	On going	School Office Website design team	All parents receive information in a form that they can access

Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided for parent	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	2015	Office	All can access information about the school