

# St Paulinus Catholic Primary School, a Catholic Voluntary Academy



ST PAULINUS  
CATHOLIC PRIMARY SCHOOL



## Accessibility Plan

Written By Mr S Geaves

Date Written November 2021

Approved by: \_\_\_\_\_ Date \_\_\_\_\_

(Governing Body)

Approved by: \_\_\_\_\_

(Head Teacher)

Adopted Date: **November 2021**

Review Date: **October 2023**



## **Contents**

1. Aims .....	4
2. Legislation and guidance .....	5
3. Action plan.....	6
4. Accessibility at St Paulinus.....	9
5. Monitoring arrangements .....	9
6. Links with other policies .....	10
Appendix 1: Accessibility audit example .....	11

## 1. 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 pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are 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 Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of 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 school 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 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. These relationships include the Local Authority and the Nicholas Postgate Catholic Academy Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, pupils staff and Governors.

The publication of an Accessibility Plan is a statutory requirement for schools. The plan as mentioned earlier should aim to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils

St. Paulinus Catholic Primary School is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students irrespective of special need or disability.

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 (Section 3) showing how the school will address the priorities identified in the plan.

The plan must be renewed every three years. The current time frame is 2021-2024.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **Definitions and Duties**

Schools' duties around accessibility for disabled pupils:

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

OFSTED inspections may include a school's accessibility plan as part of their review

### **3. Action plan** (This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.)

#### **1. Improving the Curriculum Areas (increasing the extent to which disabled pupils can participate in the school curriculum.**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with ASD are successfully included in all aspects of school life.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	Increase in access to the National Curriculum
Ensure all children on SEN list have a support plan in place.	Support Plan for all children.	Support Plan is up to date and forms a key part of the planning process for all pupils.	Termly	Support Plan in place and highlighted to support the needs of individual children.
All extracurricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation.	Ongoing	Increase in access to all school activities for all pupils.
Ensure quality first teaching meets the needs of all children.	Focused teacher planning informed by assessment of individual pupil needs.	Effective differentiation. Intervention and consolidation provided promptly where necessary.	Ongoing	All pupils make appropriate progress.

## 2. Improving the Physical Access and Environment

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME
School Classrooms especially cloakrooms.	All on ground level so no real issues regarding Access. Make sure staff are vigilant about keeping access points clear.	Check areas of weakness associated with premises eg cloakroom in Year 1 and Key Stage 2 Areas where children hang up coats at the door.	Ongoing
Steps to the Tiger Turf	Hand held railing to assist	Check that this complies with current standards.	Completed and check for maintenance
Wheel chair access to field	No access apart from using external gate by the church.	Look for improvements to existing site and perhaps the creation of a more permanent ramp access to the field near to the existing site of the steps.	Ongoing monitoring
Access to Disabled toilet Areas	2 in school so no real issue.	Make sure that the lock on the entrance toilet is monitored	Ongoing
Ensure pupils have suitable desk work station in class	An inclined ramp may be used to improve access to written materials.	Trial of features for pupils and evaluation as to whether or not these would be useful.	Ongoing
Consider ASD or dyslexia friendly classrooms.	Ready available resources to support pupil needs.	Use of laptop to record writing. Advice specialist services to provide /suggest appropriate resources, eg; use of laptop. Teaching assistant and teachers to support responses to written feedback. Access arrangements for statutory assessment for children with SEN/additional needs.	Ongoing

### 3. Improving the Delivery Of Written Information- Accessibility of information for disabled pupils and families

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written materials in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to pupils and parents/carers improved
Make available school prospectus, newsletters and other information in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	Ongoing	Delivery of information to pupils and parents/carers improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Send out survey to parents regarding quality of communication	School is more aware of the opinions of parents and acts on this.	Autumn term 2021  Spring Term 2022	Parental opinion is surveyed and action taken appropriately.
The school uses an electronic method of reporting to parents and payments.	Electronic reporting methods are explored.	School uses Arbor and ParentPay	Review	The school is able to move forward with electronic reporting to parents.
Consider information for parents on social media platforms.	Electronic messages of positive news shared on social media easy access platforms.	Visual record of school based achievements on both Facebook and Twitter.	Ongoing	School Twitter and Facebook helps to inform parents of daily activities.



## **4. Accessibility at St Paulinus Catholic Primary School**

St. Paulinus School will ensure that all staff and governors are aware of the implications of the Equality Act 2010 and, through training and development opportunities, embed the good practice across all aspects of school life.

As a result of the Accessibility Plan, St. Paulinus Catholic Primary School have had a number of successful outcomes to promote inclusivity:

- Visual timetables are used in a number of classes (where necessary)
- Ensuring disabled access to all classrooms and access to all relevant resources.
- Opportunities for visually impaired sports and wheelchair basketball.
- Coloured overlays for visual stress.
- Specific medical training for epi-pen, asthma, epilepsy, diabetes and serious heart conditions.
- Annual review of EHCP in consultation with parents, outside agencies and the local authority.
- Response to emerging needs, SEN reports and specific plans e.g. purchasing recommended resources with sensory impairment.
- A disabled bay is marked in our car park and specific families are able to use on a daily basis

At St. Paulinus Catholic Primary School we try to ensure that every child has the best opportunity to achieve.

We make 'reasonable adjustments' to our practices and policies to meet the requirements of the Act. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum,' we incorporate inclusivity so that all children develop through. We are uncompromising in our ambition for all pupils. Our school value of 'Be the best you can be' encompasses the drive that all staff have in instilling resilience and determination in the pupils at our school. All pupils know that they are unique and are supported in their personal and educational journey. St Paulinus Catholic Primary School is proud to be an inclusive school. Clearly timetabled and individualized interventions take place. Many lessons promote mixed ability groups – pupils show an understanding of how to support each other through empathy, collaboration and focused discussions.

## **5. Monitoring arrangements**

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Local Governing Body.

Our disabled pupils are all identified within our Special Educational Needs register and their educational provision is led by Mr Nick Rathbone (SENDCo).

Pupils who are not on the SEN register but who have additional medical needs are identified and monitored separately. The SENDCO and EHT/HOS meet each term with individual class teachers to monitor the progress of these pupils, consider their needs, write pupil support plans and adapt the curriculum accordingly.

The designated school governor meets with the school SENDCO to monitor and evaluate school practice. All relevant school policies and action plans are reviewed annually.

Parents and carers are actively encouraged to share any immediate concerns with school and a formal review of progress are shared each term.

## **6. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- NPCAT Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## **Appendix 1: Accessibility audit**

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list*

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Corridor access				
Emergency escape routes				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

