

St Paul's CE Primary School

Headteacher: Miss Wendy Budsworth



ST PAUL'S CE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2023-24

Believe and Achieve

We want our pupils to believe in themselves, and in God, so that they have the confidence to overcome barriers in order to achieve to the best of their ability whatever they aspire to.

“Whatever you do, work at it with all your heart.” Colossians 3:23

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010.

The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA) and the governors of St Paul's CE Primary School recognise that we have a general duty under the Equality Act 2010 to:

- not treat disabled pupils less favourably for a reason related to their disability;
- make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated service
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability and St Paul's CE Primary School

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' (DDA definition of disability)

St Paul's CE Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the Equal Opportunities Policy.

Access to this plan

St Paul's CE Primary School is committed to ensuring that all pupils, parents and carers have equal access to all of its facilities and are able to fully participate in all school activities. This is a very important to us and we will do all we can to ensure we can deliver on this promise. If there are any adjustments required by pupils, parents or carers, which we can reasonably accommodate, please do not hesitate to raise this with us. You can discuss this with either the office staff or make an appointment to see the principal, Miss Wendy Budsworth.

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

Previous Adaptations made to the school include:

- Ramp access to school
- Installing electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used

- Staff trained so that children with medical needs could gain access to their education, eg epi-pen training, sensory circuits, etc
- Dyslexia-friendly baskets in all classrooms
- Sensory equipment to support children with sensory needs
- Provision of coloured acetate overlays and coloured paper books for pupils with dyslexia
- Talking tins to support pupils with working memory/processing issues

ST PAUL'S CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2022-24				
Objective	Strategy	Outcome	Timescale	Success Indicators
Improving access to the curriculum				
Classrooms are optimally organised and all appropriate equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes e.g. appropriate tables and chairs subject to funding.	Lessons start promptly and run smoothly as all pupils needs are met.	Reviewed annually. Ongoing	Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.
Access arrangements to meet individual's needs when taking tests will be applied for and support provided when required.	SENDCO will ensure appropriate testing are reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing	Appropriate access arrangements in place to meet individual needs and remove barriers.
Greater awareness of and confidence in dealing with pupils with SEND amongst teachers.	Identify areas where knowledge and skills base needs to be extended. EP support to devise and implement appropriate programmes to support needs of pupils with SEND.	More highly trained staff in this area.	Ongoing	Better access to the curriculum for children on the SEND register.
Developing access to the physical environment				
Ensure that all areas of the school building and grounds are as accessible for all children and adults as possible and continue to improve the access of the physical environment for all.	SLT to audit accessibility of school buildings and grounds and then produce an Action Plan based on the findings.	Any modifications needed will be made to the school building and grounds to facilitate ease of access for all – subject to funding.	Ongoing	Ensure that all areas of school building and grounds are as accessible for all children and adults as possible and to continue to improve the access of the physical environment for all.