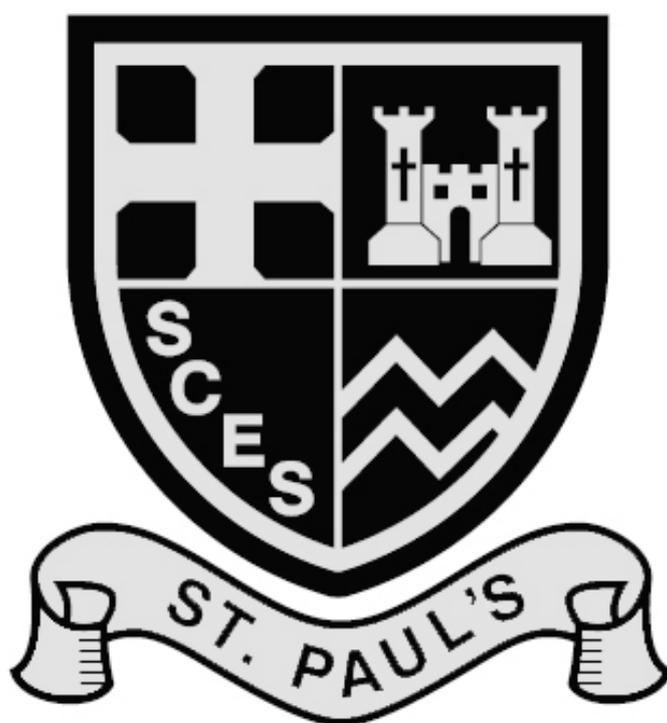


St. Paul's C of E Primary School



Accessibility Plan

Approved by:	Head teacher	Carl Thornton
	Chair of Resources	Rachael King
Last reviewed on:	14 th June 2021	
Next review due by:	June 2024	

St. Paul's C. of E. Primary School

ACCESSIBILITY PLAN

School Aim Statement

“Everyone working together to create a caring Christian learning environment which inspires children to celebrate their unique potential and become a responsible, considerate, involved and happy member of God’s world”.

Introduction

1. The St. Paul's C of E Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reviewed every three years in respect of progress and outcomes, and provide a projected plan for the four years period ahead of the next review date.
2. 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 LA 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.
3. 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.
4. The St. Paul's C of E Primary School Accessibility Plan shows how access is to be improved to ensure that pupils with a disability, staff and visitors to the school are as equally prepared in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. 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 areas, 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.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policies
 - Equality Information & Objectives
 - Staff Development Policy
 - Health & Safety Policy
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and 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.
 9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
 10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
 11. The School's complaints procedure covers the Accessibility Plan.
 12. The Accessibility Plan will be published on the school website.
 13. The Accessibility Plan will be monitored through the Governor Resources Committee.
 14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
 15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

St. Paul's C of E Primary School Accessibility Plan - 2021 to 2024

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	<ul style="list-style-type: none"> Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset 	<ul style="list-style-type: none"> All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum 	Continuous	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	<ul style="list-style-type: none"> Review all out-of-school provision to ensure compliance with legislation 	<ul style="list-style-type: none"> All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements 	Continuous	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases 	<ul style="list-style-type: none"> Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils 	Continuous	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	<ul style="list-style-type: none"> Provide training for governors 	<ul style="list-style-type: none"> Whole school community aware of issues relating to Access 	Continuous	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	<ul style="list-style-type: none"> Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs 	<ul style="list-style-type: none"> Pupils needs are appropriately met through effective deployment of skilled support staff 	Continuous	All pupils are supported to achieve their full potential
To promote positive attitudes to disability	<ul style="list-style-type: none"> Review RSHE curriculum 	<ul style="list-style-type: none"> Whole school awareness of disabilities 	Introduction in September 2021	All pupils are supported with their wellbeing

St. Paul's C of E Primary School Accessibility Plan - 2021 to 2024

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	COST (est. £)
Approach to school	<ul style="list-style-type: none"> Traffic calming and pedestrian crossings 	<ul style="list-style-type: none"> New crossing on church road 	Complete	Funded by NBBC
Outside areas	<ul style="list-style-type: none"> Car parking External Steps Internal fencing 	<ul style="list-style-type: none"> Improve marking and signage designated parking space for disabled Ensure they are clearly visible Replace wooden fencing with metal safety loop fencing 	Complete	c. £10,000
All areas	<ul style="list-style-type: none"> Signage for evacuation Where possible to widen doors Introduce visibility panels to doors where required Improve classroom furniture layouts to increase access Security access 	<ul style="list-style-type: none"> Improve evacuation signage All staff to have new chip ID card 	Complete	c. £500
Main entrance	<ul style="list-style-type: none"> Main entrance and foyer 	<ul style="list-style-type: none"> Refurbishment 	Complete	c. £10,000

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	COST (est. £)
Corridors	<ul style="list-style-type: none"> Remove trip hazards Observe fire exit routes Increase signage and aids for visual and hearing impaired 	<ul style="list-style-type: none"> Identify appropriate storage for equipment and ensure that items are not left indiscriminately Staff to ensure emergency routes are clear SLA with IDS to ensure radio aid equipment if maintained and working well to benefit children in their learning 	<p>Storage container</p> <p>On-going</p> <p>Annual agreement</p>	<p>£40 a month on-going</p> <p>£420 annually</p>
Disabled toilets and changing facilities	<ul style="list-style-type: none"> Toilet in main reception with handrail and large hygiene room available Two fixed changing beds 	<ul style="list-style-type: none"> Complete Serviced by WCC under indemnity scheme 	<p>Complete</p> <p>Bi-annual service</p>	<p>Indemnity scheme</p>

St. Paul's C of E Primary School Accessibility Plan - 2021 to 2024

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	<ul style="list-style-type: none"> The school will make itself aware of the services available through the LA for converting written information into alternative formats. 	<ul style="list-style-type: none"> The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours. 	Continuous	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	<ul style="list-style-type: none"> Review all current school publications and promote the availability in different formats for those that require it 	<ul style="list-style-type: none"> All school information available for all through hard copy, website and social media platforms. 	Continuous	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	<ul style="list-style-type: none"> Get advice from HVSS on alternative formats and use of IT software to produce customised materials. 	<ul style="list-style-type: none"> School information is available for all 	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need	<ul style="list-style-type: none"> Communication audit by SLT On-going Performance Management arrangements Training on range of issues such as functional use of language, Sign- 	<ul style="list-style-type: none"> Awareness of target group raised 	As required	School is more effective in meeting the needs of pupils.

	along and managing SLT plans <ul style="list-style-type: none">• Other training as required			
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