



## St Paul's CE Primary School

## Accessibility Plan 2019-2022

### **Purpose of the Plan**

The purpose of this plan is to show how St Paul's Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. St Paul's 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.

### **Definition of Disability**

A person has a disability if:

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

### **Legal Background**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.



- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St Paul's C of E Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

#### Contextual Information

- Large parts of the school buildings have Grade 2 listed status this does provide certain challenges in alterations to the school building.

Improving Access to the Curriculum				
Target	Action	Resources	Success Criteria	Time Frame
To ensure all learning resources are accessible for students with disabilities	SENCO to lead on appropriate provision for pupils with SEND. Respond to guidance/actions from reports of external agencies.	<ul style="list-style-type: none"> <li>• Costs of relevant resources</li> <li>• SENCO time</li> </ul>	Children with disabilities will have appropriate access to the curriculum.	Ongoing
Teachers/Teaching Assistants develop appropriate skills to work with children who have specific disabilities	Specific training for staff relating to particular needs of pupils.	<ul style="list-style-type: none"> <li>• Cost of training</li> <li>• Cover costs</li> <li>• Staff meeting time</li> </ul>	Staff knowledge and confidence to have increased leading to improved outcomes for pupils.	Ongoing
Use of ICT software to support learning and new hardware to support learning	Introduction of new software to support learning (e.g. Nessy/Clicker 7). Investment in new hardware	<ul style="list-style-type: none"> <li>• Software and hardware costs</li> </ul>	Access to technology in place. Impact on learning and progress is clear.	Ongoing



Improving Access to the Physical environment				
Target	Action	Resources	Success Criteria	Time Frame
To work with outside agencies to support the needs of disabled pupils, staff, parents/carers, visitors	To work with OT (Occupational Therapy) in planning for adjustments to meet individual needs	<ul style="list-style-type: none"> <li>• SENCO referrals</li> <li>• One Page Profiles in place for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Needs of individuals being met as a result of reasonable adjustments.</li> </ul>	Ongoing
To ensure that any future building projects adhere to disability legislation	To work with Building consultants (Cassidy and Ashton)	<ul style="list-style-type: none"> <li>• CIF (Condition Improvement Fund) Bid</li> </ul>	<ul style="list-style-type: none"> <li>• New work carried out in line with legislation</li> </ul>	Ongoing

Improving access to Information				
Target	Action	Resources	Success Criteria	Time Frame
To make information accessible to children and parents with disabilities.	Updating of electronic communication formats/methods	<ul style="list-style-type: none"> <li>• Move to new website provider</li> <li>• Introduce provision of new email system that will support provision of communication in different formats.</li> <li>• Introduction of smart phone messaging system</li> <li>• Introduction of school twitter feed</li> </ul>	<p>-All stakeholders with disabilities have greater access to information. School is able to respond quickly to requests for information in alternative formats.</p> <p>-School website is kept current and up to date.</p>	2019 for introduction of new systems, then ongoing across the period of accessibility plan.
Access to information for stakeholders for whom English is an additional language	Move to new website provider	<ul style="list-style-type: none"> <li>• Translation tool built within new website.</li> <li>• Promote and publicise</li> </ul>	<p>-New stakeholders feel fully informed about school life.</p>	2019 for introduction of new systems, then ongoing across the period of accessibility plan