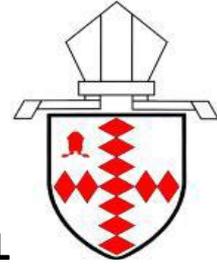




St PAUL'S (C OF E) PRIMARY SCHOOL



Accessibility Plan
Respect, Trust, Compassion

Reviewed **September 2024**

Next Review **September 2026**

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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.

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. Details of Southwark's Local Offer can be found at <https://localoffer.southwark.gov.uk/education/accessibility-strategy/>

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.

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.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Governor responsible for SEN and the SLT

4. Links with other policies

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

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

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

KEY ISSUE: 1 Improving Access to the Curriculum					
Target	Action Needed	Resources Required & Support From	Monitoring + Review Date	Success Criteria	Reviews
1.To continue to train staff to enable them to meet the needs of all children with a range of SEN	- Headteacher and SENCo to lead CPD for staff, which will include teaching a differentiated curriculum and tracking the progress and attainment of children with a disability. - Curriculum resources include examples of people with disabilities.	Executive H/T SENCo/HT Staff meetings	Ongoing	Staff meet the needs of all children	
2.Interventions – Disadvantaged Pupils	SENCo/Pupil Premium Lead to agree a working schedule with H/T	Executive H/T SENCo/HT	Ongoing	Close the Gap for all Disadvantaged Pupils	
3.To ensure curriculum immediately accessible to all EYFS intake	- Liaise with Nursery Providers to review new pupil intake to identify pupils who may have additional needs - Ensure new curriculum is reviewed to ensure it meets the needs of all pupils.	Executive H/T SENCo/HT Yr N & R Class Teacher EYFS Lead	July 2024 and ongoing with every new intake	FS children integrate successfully and quickly	
4.Classrooms organised to promote participation and independence of all pupils	- Resources to be labelled and accessible - Good examples of classrooms to be shared	Executive H/T SENCo/HT	Ongoing	Pupils display independent learning and behaviour	

KEY ISSUE: 2 Improving Access to the Physical Environment for all					
Target	Action Needed	Resources Required & Support From	Monitoring + Review Date	Success Criteria	Reviews
1.Continue to develop outdoor learning facilities	- Develop EYFS Outdoor area - Continue to develop playgrounds - Increase participation of parents and children with gardening	Executive H/T SENCo/HT Yr N & R Class Teacher EYFS Lead Bursar	Ongoing	Foundation Stage Ofsted judgement remains “Good – outstanding”	
Continue to develop indoor learning facilities	- Ensure books in new library are accessible for all - Ensure lunch arrangements are accessible for all - Continue to be aware of space around school for easy mobility.	Executive H/T SENCo/HT Subject leaders	Ongoing	Indoor facilities are accessible for all	

KEY ISSUE: 3 Improve the delivery of information to pupils and parents with a disability					
Target	Action Needed	Resources Required & Support From	Monitoring + Review Date	Success Criteria	Reviews
1.To consider the needs of the school community when communicating information	To use a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Executive H/T SENCo/HT Office manager	Termly Ongoing	All communication can be understood by children, staff and parents	

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				