

St Paul's C.E. Junior School

Accessibility Policy & Plan

2021 – 2024

"Love one another as I have loved you." This is the foundation value of St Paul's C of E Junior School. Our longing for each other to flourish, to be the best we can all be, to be fulfilled and happy and fully alive, grows out of the way God does this for each of us first. Our school community is a family and our school, a place where we want everyone to feel included, respected and safe.

Every child and adult joining our school family will be welcomed and valued regardless of gender, race, religious belief, physical disability, learning difficulty or sexual orientation.

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan and its purpose is to ensure that all pupils have access to education in the following three areas:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The Governing Body recognises its responsibilities towards employees with disabilities, and will:

1. Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
2. Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers;
3. Undertake reasonable adjustments to enable staff to access the workplace.

Development and Review

The accessibility plan is guided by the principles and procedures in the school's Equality Policy. It will be published on the school website and reviewed annually by the leadership team to ensure it is effective.

Our aims:

- Increase access to the curriculum for pupils with a disability;
- Improve and maintain access to the physical environment;
- Improve the delivery of written information to pupils.

The School's Context

St Paul's is a mainstream junior school for boys and girls aged 7 years to 11 years old. The school comprises two single storey buildings, the main building and the Learning Lodge. There is disabled access to all parts of both school buildings. The school also benefits from a shallow water swimming pool, woodland area and pond.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. All entrances to the school are either flat or ramped and have wide doors. The reception area is fully accessible for wheelchair users. There is a disabled toilet within the main building, fitted with handrails, adapted facilities and a pull emergency cord. There is also a disabled shower. The school has internal emergency signage and escape routes are clearly marked. We support pupils with both physical and learning needs to access any area of the curriculum they find challenging. Where PE and sport are a challenge for physically impaired pupils, we seek expert advice for identified individual needs from outside agencies. We consult with experts when new situations regarding pupils with disabilities arise to ensure we are able to appropriately adapt provision.

St Paul's C.E Junior School Accessibility Plan 2021 - 2024

Target	Actions	Timescale	Responsibility	Success Criteria
To be aware of the access needs of children, ensuring staff and governors are well informed.	<ul style="list-style-type: none"> Review access arrangements for individual pupils as part of an annual review of provision and support. Share information with all relevant staff including lunchtime, admin, catering and supply staff. Pupils with acute medical conditions to have a clearly labelled pack located in the medical room, detailing guidance for administration. Access arrangements form part of end of year and end of Key Stage handover of pupil information and records. Appropriate testing supports access arrangements for standardised testing across the school. Ensure suitable access arrangements are in place for all standardised tests and end of KS2 SATs. 	Annually and following any changes for individual pupils	Inclusion Manager & Admin Team	<p>Personal plans are in place for children with disabilities, and all staff are aware of pupils' needs.</p> <p>Learning Plans and Profiles are in place for pupils with additional needs and reviewed termly.</p>
To audit the needs of staff, parents and governors with disabilities.	<ul style="list-style-type: none"> To consider access needs during the recruitment process. To be aware of staff, governors and parents access needs and make any necessary adjustments to school events. 	ongoing	Headteacher, Office Manager & Governors	St Paul's is a fully inclusive school able to cater for the needs of all pupils,

<p>To continue to improve the physical environment for all, ensuring the highest levels of safety and accessibility.</p>	<ul style="list-style-type: none"> • Review evacuation procedure and put in place Personal Emergency Evacuation Plans (PEEP) for any pupil or member of staff with a disability. • Ensure that all visitors to the site are aware of their responsibilities in the event of an evacuation. • Ensure all areas of school can have wheelchair access & that egress routes are visually checked on a daily basis • Improve signage and external access for visually impaired by yellow strip marking step edges. • Signage around school to be in other languages and braille as required. 	<p>Annual Review PEEPs implemented as required</p>	<p>Headteacher, Office Manager and Site Controller Admin staff</p>	<p>stakeholders and visitors to the site.</p>
<p>Increasing the accessibility of the curriculum</p>				
<p>Staff have excellent knowledge and understanding of the needs of SEN pupils and effectively differentiate the curriculum</p>	<ul style="list-style-type: none"> • Ensure robust and regularly reviewed Learning Plans are in place. • Provide relevant training for teaching, learning support staff and governors. • Ensure staff have specialist training on disability and medical issues affecting pupils • Ensure the curriculum & resources are regularly reviewed in light of pupils' access needs and that reasonable adjustments are made. • Use curriculum resources which include examples of people with disabilities. 	<p>ongoing</p>	<p>Inclusion Manager & Leadership Team Teaching Teams</p>	<p>All pupils have full access to the curriculum in all subject areas, their needs are well met which leads to excellent outcomes.</p>
<p>Ensure assessment review and evaluations are fully in place.</p>	<ul style="list-style-type: none"> • Robust evaluation of the impact of any intervention programmes. • Planning and lesson delivery is adapted to ensure the best pupil outcomes in all curriculum subjects. • Produce an annual report for the Learning & Teaching Committee on the impact of the Accessibility Plan upon the curriculum. 	<p>ongoing</p>	<p>Inclusion Manager</p>	<p>Every pupil at St Paul's thrives academically, socially, emotionally and spiritually.</p>
<p>Review PE curriculum to ensure its content is accessible for all pupils. Through the review of PSRHE, Circle Time & assemblies, raise pupil awareness of a range of issues and how they too can support their peers.</p>	<ul style="list-style-type: none"> • Review PE curriculum to include a wider range of sports and make necessary adaptations to the space, task and equipment to ensure all pupils are able to access and participate fully in every lesson. • Review curriculum planning to seek opportunities to explicitly raise awareness and teach pupils about disability issues. • Seek opportunities for whole school 'training' – assembly on Guide Dogs, pupil led assemblies on specific conditions e.g. dyslexia, epilepsy etc. 		<p>Teaching Teams & Inclusion Manager</p>	
<p>Ensure classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of pupils and adults alike.</p>	<ul style="list-style-type: none"> • Review and implement an appropriate layout of furniture and specialist equipment to support the learning process in individual classrooms and the Base e.g. Alphasmart, laptops, Sound Field Systems etc. • Seek support from and liaise with HI/VI/OT staff with regard to provision for children with hearing, visual or physical impairments. 	<p>ongoing</p>	<p>All staff</p>	

<p>Ensure all pupils have equal access to lunchtime and after school activities, clubs and extra-curricular opportunities.</p>	<ul style="list-style-type: none"> • Work with club providers to ensure they have good understanding of the needs of specific pupils and that where necessary adaptations are made to activities, tasks, resources and equipment to ensure pupils are able to access and participate fully in every club session. 	<p>ongoing</p>	<p>Inclusion Manager and Teaching Teams</p>	
<p>Evaluate day visits and residential trips in the needs of participating pupils.</p>	<ul style="list-style-type: none"> • Risk assessments of trips, Y6 residential and school activities will be carried out and adjustments made to meet the needs of pupils. • Only sites and modes of transport suitable for all children will be selected. • Post trip evaluations will be carried out to review how well the adjustments met the needs of learners and the outcome used to inform future planning. 		<p>Teaching Teams and Trip Coordinator</p>	
<p>Ensure access to learning resources for visually impaired pupils</p>	<ul style="list-style-type: none"> • Ensure that all staff are aware of the guidance on accessible formats. • Where necessary, change the delivery of written information into an appropriately sized format for pupils with a visual impairment. • Seek support from and liaise with VI specialist staff with regard to provision for stakeholders with hearing, visual or physical impairments. 		<p>Inclusion Manager with support from VI specialist teachers</p>	
<p>Improving the availability of accessible information</p>				
<p>Review all written information and ensure that it is accessible to all parents</p>	<ul style="list-style-type: none"> • Review contextual admissions data to look at the % of families for whom first language is not English. • Include questions regarding required special arrangements/adaptations for parents and pupils in Admissions Booklet. • Discussion in teams of special provision for all parent/teacher consultations. • Advise on the website/in Newsletters that the School Office will support and help parents to access information and complete school forms. 	<p>ongoing</p>	<p>Headteacher, Office Manager & School Secretary</p>	