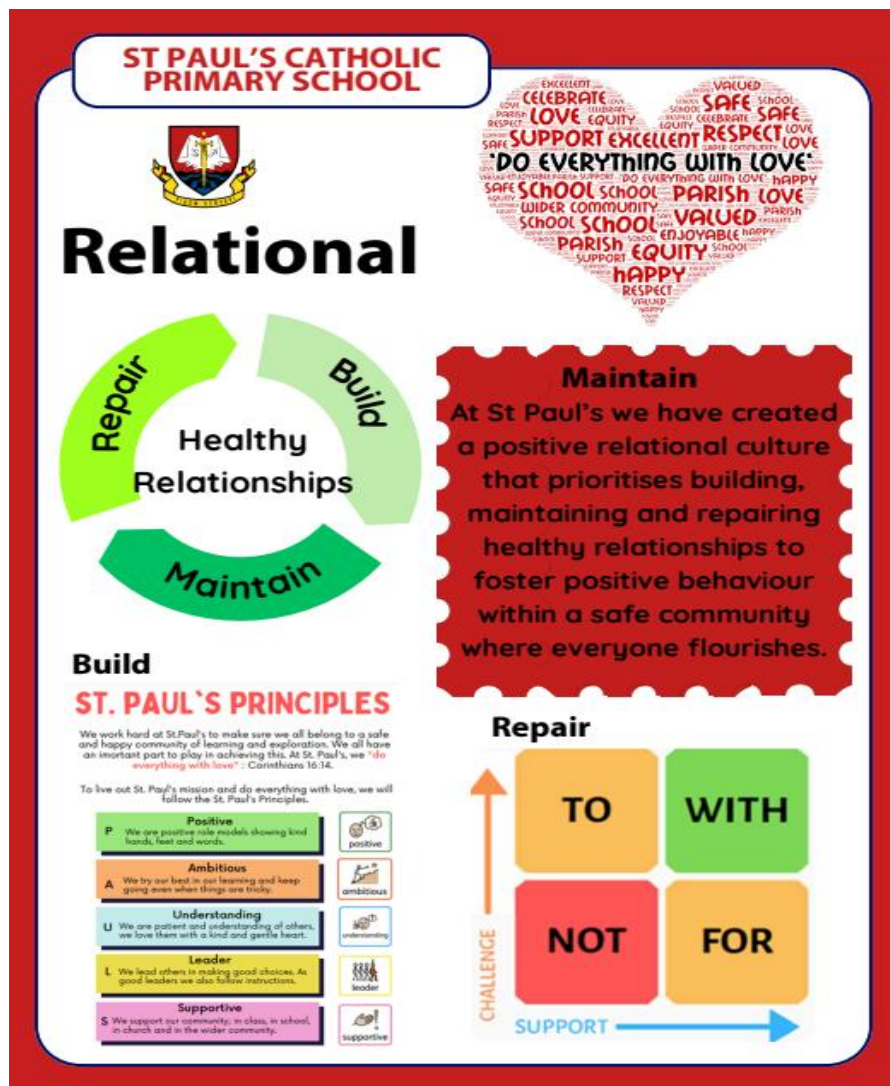


ST PAUL'S CATHOLIC PRIMARY SCHOOL AND NURSERY



Accessibility Plan



Ratified by FGB
Review Date

Adopted from The Key

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 Governing Body have three key duties regarding children with disabilities:

- not to treat disabled children less favourably for a reason related to their disability.
- to make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage.
- to plan to increase access to education for disabled children.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises

We also recognise the protected characteristics of the public sector equality duty 2011. They are age, disability, race, sex, sexual orientation, gender reassignment, religion or belief, pregnancy or maternity, and marriage or civil partnership.

The principles in this strategy apply to all aspects of the education that St Paul's School provides. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school will use an access audit to identify priorities and develop an action plan showing how the identified priorities will be addressed.

The strategy should be read along with the Equalities Statement, its annual review, and the SEND Policy and consequent evaluation statements.

Aims

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children:

- children of all genders.
- minority ethnic and faith groups.
- children who need support to learn English as an additional language.
- children with special educational needs.
- gifted and talented children.
- children who are vulnerable.
- Children with medical needs

Our accessibility plan aims to ensure that:

- the school draws on the expertise of external agencies to provide specialist advice and support.
- the Inclusions Leader has an overview of the needs of disabled children.
- there are high expectations for what disabled pupils can achieve.
- there is appropriate deployment and training of learning support staff.
- successful practice is shared within the school.
- the school works with outside agencies and feeder schools.
- disabled children have access to extra-curricular activities.

We take advice on support for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

Access to the Curriculum

Where necessary all children will follow the mainstream curriculum for their age and key stage. If necessary, adjustments will be made for the best interests of the children with consultant from parents/carers and inclusion team. The curriculum will provide children with the skills and knowledge to prepare for adulthood and independent living. The curriculum includes lessons within the school site but also participation in after school clubs and additional school visits and activities.

Our rooms need to be safe and facilitate mobility and accessibility. Staff will be flexible enough to adapt teaching approaches to enable children with disabilities to learn effectively in their classroom.

All staff will have **high expectations** of all children and encourage them to succeed in all aspects of school life. In addition will challenge negative attitudes of children.

Responsibilities

Governors

The Governing Body monitor and review the SEND policy and the Accessibility Plan on a regular basis. They ensure the school's inclusion of children with disabilities meets all aspects of the law.

The School

The school will ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010. This will include:

- ensuring the school responds to the permanent and temporary needs of children.
- that recruitment of staff and support for staff is fair and objective and in line with the principles in our equalities statement.
- that admissions are conducted fairly and based on the principles and details of the Admissions Policy.

Inclusions Leader

That the SEND Policy is reviewed regularly and meets the needs of young people. Staff get the advice and guidance they need to meet children's needs. Accurate records are kept of children's' needs, including the needs of children who are applying/transferring to the school so that we can assess how we are going to meet these needs.

All Staff

It is the duty of all staff and everyone working in the school to implement the policies, respond to support and advice from the Inclusion Leader and continue to develop inclusive practices.

Site team

The Site team are responsible for implementing the aspects of the plan described and making sure that accessibility arrangements are maintained.

Complaints

Parents and staff have access to the school's Complaints Procedures should they wish to raise a concern about our accessibility arrangements. The Headteacher is responsible for ensuring these concerns are addressed in line with the procedure.

Monitoring and Review:

Governors will review this strategy as often as is necessary but no less frequently than once every three years. The annual review of progress against our equality objectives may have a bearing on this strategy and plan and cause more frequent review.

Links

<https://www.gov.uk/guidance/equality-act-2010-guidance>

<https://www.gov.uk/government/publications/public-sector-equality-duty>

Please also see the

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