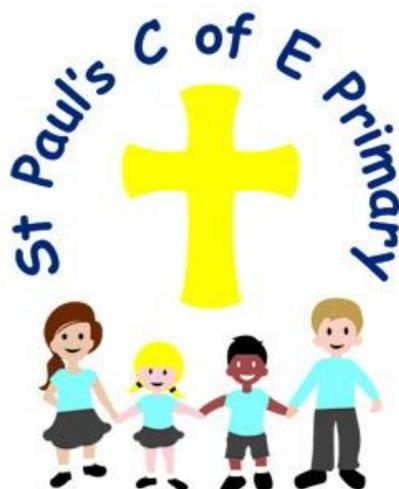


# St. Paul's C of E Primary School

## Accessibility Plan



Approved by FGB: Autumn 2025

Review Date: Autumn 2028

## **Introduction-**

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (2015). This will be reviewed every year.

## **Definitions of SEND-**

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.' (SEND Code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010'.

This is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND Code of Practice 2014)

## **The Equality Act 2010**

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND Code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND Code of Practice 2014)

All policies will be checked to ensure that they do not, unintentionally, treat children with disabilities less favourably.

### **The Accessibility Plan**

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled children to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

' Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of

SEN planning and review.' (SEND code of Practice 2015). The full range of needs and required support for all children identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for children with disabilities.

#### Current position

- The school buildings are fully accessible for wheelchair users, with the use of wheelchair lifts.
- There are two disabled toilets in the main school. There is a medical room with a hoist.
- The new Resource Base, Cedar Class, has an external door so that children can enter and exit from this easily.
- For the inclusion of children with complex needs/learning difficulties, children are provided with a high level of adult support under the direction of the Headteacher, SENDCO and class teachers.
- Mainstream Teaching Assistants support a range of children- delivering learning interventions and therapy programmes.
- Teachers, Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) provide bespoke provision for children within our two Resource Classes.
- Children within our Resource Classes, where appropriate, are supported to access mainstream class learning. This is under the direction of the Headteacher, SENDCo, Resource Class Teacher and mainstream class teacher.
- iPads and laptops are used to support learning across school.
- The Speech and Language Therapist supports TAs to deliver Speech and Language interventions across school.

The following details specific anticipatory activities aimed to increase accessibility for children with SEND to the curriculum, the physical environment and access to information.

	Actions	Lead Responsibility	Resources	Outcome/Success Criteria	Reviewed
<b>Objective 1: To increase the access to the curriculum for all disabled pupils.</b>	Regularly review practice within classrooms and provide feedback to teachers to further improve practice.	Headteacher SENDCo SLT Inclusion Service	Ordinarily Available Inclusive Provision (OAIIP) document to inform best classroom practice.  St Pauls' Teaching and Learning Policy	Staff have a shared understanding of school's current progress towards effective adaptive teaching. Lesson observations indicate that practice is embedded and children make good progress.  Children with SEND make demonstratable progress in all subjects across the curriculum.	Termly  Termly
	External agencies provide relevant support and training to staff. This includes Team Teach training. (SALT, EP, Inclusion Service, CAMHS, Hearing and Vision Service, Ethnic Diversity)	SENDCo	Inclusion Service staff to provide training.  Specific targeted interventions	St Paul's T&L policy is evident in teacher's practice and there is a consistency of delivery across school.  There are obvious and clear adaptations for learners with SEND and these adaptations enable children to achieve good outcomes.	Termly  Termly
	Whole school (360) self-assessment to take place as part of the Inclusive Quality Mark (IQM) Award.	SENDCo	Inclusive Quality Mark (IQM) diagnostic tool.	Learners who are working significantly below key stage expectations have a personalised curriculum that builds upon their prior knowledge. This is agreed by the SENDCo and monitored closely.	Termly
	Provide class teachers with	Assistant SENDCo/	iPads and Laptops to support wider	Leaders have a secure understanding of the strengths and areas for development of adaptive practice across school.  Adaptive Technology is evident in classrooms and is able to support children across the whole curriculum.	Termly

<p><b>To ensure staff are trained to support children with medical conditions.</b></p>	<p>support on how to integrate adaptive technology into classrooms.</p>	<p>Adaptive Technology Champion</p>	<p>implementation Adaptive Technology in classrooms</p>		
	<p>EHCP focus observations to take place weekly to ensure that all statutory provision is in place.</p>	<p>SENDCo</p>	<p>EHCP Documentation</p>	<p>Provision outlined in Section F of children's EHCPs is in place.</p>	<p>Termly</p>
	<p>Y3 Dyslexia Screening to take place annually.</p>	<p>SENDCo</p>	<p>Nessy Dyslexia Screening Software</p>	<p>Children who are risk of having Dyslexia are identified and appropriate adaptations have been put in place.</p>	<p>Annually</p>
	<p>Monitor implementation of Zones of Regulation.</p>	<p>Assistant SENDCo/ Behaviour Lead</p>		<p>Children are engaged in classroom learning, and, where necessary supported to develop their emotional regulation skills.</p>	<p>Termly</p>
	<p>Update staff training annually in</p> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Epilepsy</li> <li>• Diabetes</li> </ul> <p>and as required in other specific conditions. Update Medical Conditions policy annually.</p>	<p>Headteacher SLT SENDCo</p>	<p>External training provider Regular First Aid</p>	<p>All children with medical needs and/or physical disabilities have appropriate support.</p>	<p>Annually</p>

	<p>Ensure annual parents return is gathered.</p> <p>Pastoral team to continue to support vulnerable children with social, emotional and mental health difficulties.</p>	<p>Pastoral Lead</p> <p>Behaviour Lead</p> <p>Headteacher</p> <p>SENDCo</p>	<p>ELSA intervention</p> <p>Zones of Regulation intervention</p>	<p>Children are able to apply emotional regulation strategies effectively.</p>	<p>Ongoing</p>
	<b>Actions</b>	<b>Lead Responsibility</b>	<b>Resources</b>	<b>Outcome/Success Criteria</b>	<b>Reviewed</b>
<p><b>Objective 2:</b></p> <p><b>To improve the physical environment of the school to increase the extent to which pupils (particularly those with a disability or medical condition) can access learning.</b></p>	<p>Review of school environment to ensure that all areas are fully accessible to all children.</p>	<p>Headteacher</p> <p>SENDCo</p>	<p>Accessible toilets</p> <p>Wheelchair lifts</p> <p>Consistent colour schemes and displays across school.</p> <p>Visuals used on signage around school.</p> <p>Widget</p>	<p>All children and adults have access to all appropriate areas within the school grounds.</p>	<p>Ongoing</p>
	<p>Ensure wheelchair lifts are maintained and operational.</p>	<p>Site Supervisor</p>		<p>As above.</p>	<p>Ongoing</p>
		<p>Headteacher</p> <p>Site supervisor</p>		<p>Parents/Carers/staff have accessible parking.</p>	<p>Ongoing</p>

	<p>Disabled parking is available in the staff car park.</p> <p>To ensure equipment and resources clearly and consistently labelled with visuals, located for independent access.</p> <p>Ensure tables and chairs are at appropriate height.</p> <p>Calm learning environments reduce cognitive load.</p> <p>Seating arrangements ensure that all children and young people are working in comfort and with appropriate space.</p>	<p>Class teacher SENDCo Headteacher</p> <p>Class teacher SENDCo Headteacher</p> <p>Headteacher Environment Lead SENDCo</p> <p>Class teacher SENDCo</p> <p>Class teacher</p>	<p>Dedicated parking spaces available near the main car park entrance.</p> <p>Widget Storage space</p> <p>Carefully considered furniture for each classroom.</p> <p>Neutral colour scheme used on all classroom displays. Hessian displays in Resource classrooms. Policy provided on display guidance.</p> <p>Carefully considered furniture for each classroom.</p>	<p>Children can independently find resources within the classroom.</p> <p>Children can access learning comfortably.</p> <p>Cognitive and sensory overload for children is reduced.</p> <p>Children can access learning comfortably.</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Termly</p>
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	<p>Maple and Cedar Resource Classroom environments are resourced to provide learning and support for children with complex additional needs.</p> <p>To ensure that appropriate changing facilities are available for children who require intimate care.</p>	<p>Headteacher SENDCo</p> <p>Headteacher SENDCo Site Supervisor</p>	<p>Sensory equipment Concrete resources to aid learning. Outdoor playground equipment. Communication aids.</p> <p>Accessible toilets (Near entrance and near Resource Classes) Toilets in EYFS classrooms. Intimate Care Plan</p>	<p>Provision is appropriate for all children and meets the provision set out in Section F of EHCPs.</p> <p>Children with intimate care needs are changed safely with care and dignity.</p>	Termly
	<b>Actions</b>	<b>Lead Responsibility</b>	<b>Resources</b>	<b>Outcome/Success Criteria</b>	<b>Reviewed</b>
<p><b>Objective 3:</b> To improve the quality of communication with parents, children and families so that information delivered is accessible to all.</p>	<p>Parents/Carers and children to be invited into school for face-to-face SEN meetings with the class teacher and/or SENDCo. Where appropriate, other professional will be invited to give families a greater insight</p>	SENDCo	Staff to be released from class.	Parents are kept well-informed about their child's progress.	Termly

	<p>into their child's learning.</p> <p>An interpreter will be used for meetings where a family/pupil has English as an additional language.</p> <p>For families arriving from a different country a representative from Ethnic Diversity Service can attend meetings.</p> <p>All information regarding school is accessible on the school website. This information can be translated to a range of different languages and fonts.</p> <p>Ensure the website is fully up to date with regards to SEND policy and SEND</p>	<p>SENDCo</p> <p>SENDCo</p> <p>Office Manager</p> <p>SENDCo</p>	<p>Big Word Interpreting Service</p> <p>Ethnic Diversity Service</p> <p>School Website</p> <p>School Website</p>	<p>Information shared is accessible to all families.</p> <p>Families have access to the support of a specialist service from the start of their time at St Paul's.</p> <p>Information about school on the website is accessible to all families.</p> <p>Information about school on the website is accessible to all families.</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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	<p>information. This information can be translated to a range of different languages and fonts.</p> <p>To ensure SEN information on our website for pupils and their families is available in hard copy to those who cannot access the internet</p> <p>Information to be provided in alternate font type and size, where appropriate.</p> <p>Visuals used within school to support children's understanding.</p> <p>Screen mirroring software/Hearing aids are available for children with vision and vision difficulties.</p>	<p>SENDCo</p> <p>Office Manager SENDCo</p> <p>SENDCo Class teacher</p> <p>SENDCo Hearing and Vision Service</p> <p>SENDCo</p>	<p>Hard copies of information</p> <p>Hard copy of information</p> <p>Widget</p> <p>Screen Mirroring Software Hearing aid equipment</p> <p>School Hall</p>	<p>Families without internet connection can access important school information.</p> <p>Information about their child and school is accessible.</p> <p>Information is accessible to everyone in school.</p> <p>Information shared in class is accessible for all pupils.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>
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	<p>SEN Parent Events to be held termly. This is to disseminate important SEND information. Information shared is placed on the website, which can be translated to another language, where appropriate.</p>			<p>Families receive information regarding SEND.</p>	
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Policy agreed - October 2024

Review date - October 2025