

St Paul's Catholic Nursery and Primary School



Accessibility Policy and Plan 2024 – 2027

Agreed by Governors: 22.6.2024 Due for review: June 2027

Signed: Chair of Governors 

Signed Headteacher 

Accessibility Policy and Plan

Introduction

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. The Equality Act legally protects people from discrimination in the workplace and in wider society and was developed to provide a single act of legislation covering all unlawful types of discrimination. The Equality Act requires all schools to promote equality of opportunity for disabled people and to carry out and publish accessibility planning to show how they will meet these duties. This plan must be adequately resourced, implemented and reviewed every three years. This policy and plan draws on guidance from the following publications:

- The Equality Act 2010: guidance which can be found at;
<https://www.gov.uk/guidance/equality-act-2010-guidance>
- The Equality Act 2010 and schools (DfES May 2014) which can be found at
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Definition

Disability is defined by the Equality Act 2010 in following way, “A person has a disability 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 carry out normal day to day activities.” Under this definition, many conditions including (but not limited to) learning difficulties such as developmental delay, specific learning difficulties such as dyslexia or dyscalculia, hearing or visual impairment are classified as disabilities.

Key Objective

At St Paul’s Catholic Primary School we are committed to inclusion and equality for all. To this end our key objective of our accessibility policy and plan is to ensure that we: Reduce and eliminate barriers to the curriculum and to full ensure full participation in the school community for all pupils and any prospective pupils with a disability.

Principles

Compliance with the Equality Act is consistent with Round Diamond Primary School’s aims and ethos and is in-line with the school’s equal opportunities policy and the operation of our Inclusion Policy.

St Paul’s Catholic Primary School recognises it’s duty under the Equality Act;

- not to discriminate against disabled pupils in admissions and exclusions, and in provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- to publish an accessibility plan

At St Paul's Catholic Primary School we will;

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right of confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2014 Framework, which underpin the development of a more inclusive curriculum by setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Vision

St Paul's Catholic Primary School strives to ensure that all pupils experience a full broad and balanced curriculum alongside a positive primary school experience for all children regardless of any additional need or vulnerability.

Key Areas

St Paul's Catholic Primary School considers its duties to the Act under the following broad headings:

- participation in the Curriculum
- physical access facilities and service
- availability of information

We have developed our Accessibility Plan accordingly. It is the duty of all members of the school community to uphold the ethos of our Accessibility Policy through the implementation of the Accessibility Plan.

Audit of existing provision

<p>Curriculum, including extracurricular activities</p> <p>(SEND Inclusion for Schools and across the curriculum)</p>	<ul style="list-style-type: none"> • robust information gathering on new pupils with SEND, including Early Years pupils to facilitate planning support • excellent procedures for early identification and support of pupils with send, including WellComm screening, early phonological vulnerability identification project, early speech and language vulnerability identification project, early visual stress identification project, • detailed information on pupils with SEND shared with all staff working with individual pupils • proactive inclusion of staff in professionals meetings with all services • comprehensive CPD programme relating to SEND • termly Pupil Progress Meetings attended by teaching staff, Head, Deputy and SENCo where all children with SEND are considered individually and as a vulnerable group • SEND friendly classrooms and environment – eg. Visual timetables / Knowledge organisers / word banks / Vocabulary on working walls / In Maths children can have concrete resources to support their understanding • dyslexia friendly strategies in use across the school and curriculum • half termly intervention programme for pupils with SEND and presenting Social, Emotional and Mental Health needs (allocated by Head and SENCo) • monthly Well-being tracker completed by class teacher and monitored by Well-being Lead. Child’s Well-being tracked by the Mental Health Lead across the whole school and placed on a supporting intervention programme to support SEMH needs as required. • loss and Bereavement programme ‘Rainbows’ available to children if required • differentiated setting groups for all English and Maths teaching and Half termly before and after school booster programme in place for Curriculum recovery. • specialised modified resources e.g. buff paper, coloured overlays, adapted chairs, adapted pens/pencils, lap-tops / i-pads for pupils who require additional support, etc. • specialised and designated TA’s to support individual children • intimate Care Assistant to support individual children with incontinence including toilet training • specialist PE coach delivers bespoke motor skills intervention, linked to EHCPs and Pupil Premium when appropriate • Makaton signing • communication in Print (as required to support individual children) • Lexia reading support programme for KS2 • robust systems of risk assessment in place • clubs developed to promote and ensure engagement of all • staffing ratios to allow pupils with SEND to participate in extra-curricular opportunities including residential trips <p>The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisors and SEN consultants and of appropriate health professionals from the local NHS Trusts.</p>
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Physical environment	<p>The entire school site is wheelchair accessible and disabled parking is available on the school grounds</p> <ul style="list-style-type: none"> • disabled toilet in school • small group classrooms and wellbeing room allow for quiet times, small group and 1:1 learning • the school has been audited for hearing and visual Impairment and required alterations are all in place where required <p>The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatments and colour schemes and more accessible facilities and fittings</p>
Provision of Information	<ul style="list-style-type: none"> • open door policy or meetings upon request • parent consultation meetings / Class pages on our school website provides full Curriculum information for parents • personal Learning Plans, Health Care Plans and Intimate Care Plans are working documents shared with parents • review meetings • non-teaching SENCo time available for meetings upon booking • SENCo available to attend child development appointments on request • meetings with outside professional, parents, SENCo and school staff as required • transition meetings for new pupils with SEND • transition projects for children with SEND when changing provision/Key Stage • new pupils with SEND visited by staff in current setting or at home for Early Years pupils (where possible) or meetings with professional for transition • visits to school with SENCo for prospective pupils with SEND promoted • information on policies available on website and paper-copy on request • reports to governors on SEND reported on website • parental requirements of modified resources respected and provided for <p>The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.</p>

Information gathering

When developing our Accessibility Plan, St Paul's Catholic Primary School gathers information from a wide range of sources, including:

- the current community population
- the future intake (advanced information from pre-school settings and the LA)

- audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school

	<u>Target</u>	<u>Action</u>	<u>Timescale</u>	<u>Resources</u>	<u>Responsibility</u>	<u>Outcome</u>	<u>Review</u> <u>3/2/26</u>
Participation in the curriculum	To promote the abilities of pupils with SEND	Highlights their strengths and interests and identifies and promotes their particular skills	Summer 2024 academic year and then ongoing to 2027	Staff meeting time	SENCo Class Teachers	The profile of SEND pupils strengths will be raised and as such opportunities for their personal development will be recognised and acted upon	CPD for SEND has been heavily invested by all staff having Level 1 & Level 2 Autism training and further training via St Francis of Assisi Trust. Ongoing
	To ensure that SEND children make excellent progress against their academic starting points	Rigorous and robust pupil progress measures will ensure that children with SEND are identified swiftly and appropriate intervention to safeguard their academic progress are put in place.	Summer 2024 academic year and then ongoing to 2027	Staff assessment and moderation Working collaboratively with Middleton outreach services to tailor and secure assessment for SEND pupils	Class teachers SENCo Head Senior Leadership Team Training from MOS	All children will have the opportunity to explore an extended range of scaffolded activities. Use Widget software to ensure vocabulary is supported alongside visual representation	Key Support Staff have completed M-Scales training. B-Squared levels and assessment are being explored within the Trust's SENCo Cluster Group. 2026 -2027 Widget to be purchased by Trust 2026 implemented by 2027
Physical environment	To make the school increasingly for pupils with physical disabilities	Ensure the school increasingly for pupils with physical disabilities	Summer 2024 academic year and then ongoing to 2027	Disabled parking available New disabled entrance as part of the new build – July 2021 New / additional disabled toilet by the front entrance as part of the new build – July 2021 Disabled lift from KS1 to	Head SENCo School Builders	Ensure all areas of the school are accessible.	Regular tested and monitors by site manager overseen by Head Deputy Headteacher and SENCo – all working and accessible

				KS2 used daily and repaired if ever required.			
	Continue to develop a sensory environment outside for individuals and small group use as required	Create sensory area on the school grounds to support pupils with SEND and promote outdoor learning	Summer 2024 academic year and then ongoing to 2027	Sensory resources continue to develop	SENCo Wellbeing Lead	Children with sensory needs will have a space to meet these needs outside during playtimes and supporting outdoor learning.	Actioned – the development of OPAL withing the school has developed outdoor learning.
	To develop a nurture and sensory environment inside for individuals and small group use as required	Create a new sensory zone / nurture room inside the school to support pupils with SEND	Summer 2024 academic year and then ongoing to 2027	Sensory spaces e.g. tents/dens as appropriate Sensory resources Sensory training for staff Boxall Profiles	SENCo Wellbeing Lead Class teachers SLT	Children with sensory and nurture needs will have a space to meet these needs within the school	We have 3 areas to support children with SEND – -The Nest & - -Lavendar Room (KS2) -Sensory room Reviewed / areas update 5/9/26
Provision of information	To develop the accessibility of information for the whole school community	Provide modified copies of all copies of documents as standard via the school website	Summer 2024 academic year and then ongoing to 2027	Staff time	Head Deputy Head Teachers SENCo	All members of the school community will be able to access modified resources as standard via school website	Working well - ongoing
	To develop a range of accessible methods of sharing SEND information with the school community	Provide video/audio resources explaining SEND specific documents in greater depth	Summer 2024 academic year and then ongoing to 2027	Staff time Video or audio recording equipment	SENCo ICT Subject Leader	SEND resources will be available in a wide variety of formats to make them accessible to all whilst promoting the inclusion of SEND within the school community	Working well - ongoing
	Further develop the Assess, Plan, Do, Review cycle	Ensure the cycle captures more in depth pupil and parental voice	Summer 2024 academic year and then	Staff time Person Centred	Class teachers SENCo Head	Pupils and parents will feel empowered within the A,P,D,R cycle and their voices	This is a school strength with termly meetings working

			ongoing to 2027	Thinking Tools	Senior Leadership Team	will be clearly heard during assessment processes such as applications for EHCPs, provision panels etc.	collaboratively with parents and child planning their targets. Ongoing
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- The school's plans and priorities
- School policies
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils and their parents
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities
- The views and aspirations of disabled pupils and their families
- The priorities of the local authority
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils

[Accessibility Plan Summer Term 2024 - 2027](#)

[Accessibility Policy and Plan Availability](#)

St Paul's Catholic Primary School will make its Accessibility Policy and Accessibility Plan available in the following ways:

- a copy is held in the school office
- a copy is posted on the school website
- a copy can be emailed or posted on request

[Linked Policies](#)

St Paul's Catholic Primary School will use the Accessibility Policy and Accessibility Plan to contribute to the review and revision of related policies including:

- schools Action Plan
- staff Development Plan
- inclusion Policy

- curriculum Policies
- SEND Policy
- SEND Information report and all other SEND information can be found on our school website at;
<https://stpauls-herts.secure-dbprimary.com/herts/primary/stpauls/site/pages/importantdocuments/dsen>

All Policies can be accessed from the school office and are also available on the school website at
<https://stpauls-herts.secure-dbprimary.com/herts/primary/stpauls/site/pages/importantdocuments/policies>

Reviewed: 6/2/26