

# **St Paul's Catholic Nursery and Primary School**



## **Accessibility Policy and Plan 2024-2027**

## 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 [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281123/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 its 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. As part of this, the facilities we provide to help disabled pupils to access the school are planned and prepared under paragraph 3 of Schedule 10 to the Equality Act 2010 for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by our school

- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

### Audit of existing provision

<p>Curriculum, including extracurricular activities</p>	<ul style="list-style-type: none"> <li>• robust information gathering on new pupils with SEND, including Early Years pupils to facilitate planning support</li> <li>• excellent procedures for early identification and support of pupils with send, including Well-Comms screening, early phonological vulnerability identification project, early speech and language vulnerability identification project, early visual stress identification project,</li> <li>• detailed information on pupils with SEND shared with all staff working with individual pupils</li> <li>• proactive inclusion of staff in professionals meetings with all services</li> <li>• comprehensive CPD programme relating to SEND</li> <li>• 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</li> <li>• SEND friendly classrooms, environments and provisions</li> <li>• dyslexia friendly strategies in use across the school and curriculum</li> <li>• half termly intervention programme for pupils with SEND and presenting Social, Emotional and Mental Health needs (allocated by Headteacher and Deputy Headteacher &amp; SENDCo)</li> <li>• 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.</li> <li>• loss and Bereavement programme 'Rainbows' available to children if required</li> <li>• differentiated setting groups for all English and Maths teaching and Half termly before and after school booster programme in place for Curriculum recovery.</li> <li>• specialised modified resources e.g. buff paper, coloured overlays, adapted chairs, aids, adapted pens/pencils, lap-tops / i-pads for pupils who require additional support, etc.</li> <li>• specialised and designated TA's to support individual children</li> <li>• intimate Care Assistant to support individual children with incontinence including toilet training</li> <li>• PE coach delivering bespoke motor skills intervention, linked to EHCPs and Pupil Premium when appropriate</li> <li>• Makaton signing</li> <li>• communication in Print (as required to support individual children)</li> <li>• Accelerator Reader programme to support KS2</li> <li>• robust systems of risk assessment in place</li> <li>• clubs developed to promote and ensure engagement of all</li> </ul>
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	<ul style="list-style-type: none"> <li>• staffing ratios to allow pupils with SEND to participate in extra-curricular opportunities including residential trips</li> </ul> <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>
Physical environment	<p>The entire school site is wheelchair accessible and disabled parking is available on the school grounds including a lift to steps within the school</p> <ul style="list-style-type: none"> <li>• disabled toilets in school</li> <li>• small group classrooms and wellbeing room allow for quiet times, small group and 1:1 learning</li> <li>• the school has been audited for Visual Impairment and required alterations are all in place</li> </ul> <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"> <li>• open door policy or meetings upon request</li> <li>• parent consultation meetings / Class pages on our school website provides full Curriculum information for parents</li> <li>• personal Learning Plans, Health Care Plans and Intimate Care Plans are working documents shared with parents</li> <li>• termly review meetings via the SEND Graduated Approach (Access, Plan, Do, Review)</li> <li>• non-teaching SENDCo time available for meetings upon booking</li> <li>• SENDCo available to attend child development appointments on request</li> <li>• meetings with outside professional, parents, SENDCo and school staff as required</li> <li>• transition meetings for new pupils with SEND</li> <li>• transition programme and projects for children with SEND when changing provision/Key Stage</li> <li>• 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</li> <li>• visits to school with SENDCo for prospective pupils with SEND promoted</li> <li>• information on policies available on website and paper-copy on request</li> <li>• reports to governors on SEND reported on website</li> <li>• parental requirements of modified resources respected and provided for</li> <li>• parental support via Broxbourne Cheshunt and Waltham Cross Schools Community Partnership</li> </ul> <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
- 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, wishes, feelings 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

	Target	Action	Timescale	Resources	Responsibility	Outcome
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	SENDCo 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
	To ensure that all children make progress against their 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 external services and providers e.g. Middleton outreach services to tailor and secure assessment for SEND pupils	Class teachers SENDCo Head Senior Leadership Team Training from MOS	All children will have the opportunity to explore an extended range of sporting activities
Physical environment	To make the school increasingly for pupils with physical disabilities	Ensure the school includes increasing access 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 KS2 used daily and repaired if ever required.	Head SENDCo School Builders	
	Continue to develop therapeutic environment inside and outside for individuals and small group use as required	Create well-being huts on the school grounds to support pupils with their emotions and nurture needs. In turn to promote	Summer 2024 academic year and then ongoing to 2027	Sensory environments, areas and well-being resources purchase then continue to uphold and develop these areas	SENDCo Wellbeing Lead	Children with Social-emotional and mental health needs (SEMH) will have a safe space to meet these needs outside during playtimes and

		outdoor learning				support outdoor learning.
	To develop a nurture, sensory and therapeutic 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 in our school now include The Nest, Sensory Room and The Lavender Room and are resourced with tents/dens and appropriate Sensory resources Sensory training is provided regularly for staff including Drawing and Talking therapy, Nurture groups, mentoring and Boxall Profiles	SENDCo Wellbeing Lead Class teachers	Children with sensory and nurture and attachment needs will have a space to meet these needs within the school
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	Reviewed Annually by October each academic year	Staff time	Headteacher Deputy Headteacher Assistant Head teachers SENDCo	All members of the school community will be able to access modified resources as standard via school website
	To develop a range of accessible methods of sharing SEND information with the school community	Provide information and pictures of resources and provisions in our school explaining SEND specific documents in greater depth	Summer 2024 academic year and then ongoing to 2027	Staff time  Video or audio recording equipment if needed	SENDCo ICT Subject Leader SLT	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
	Remain committed to The Graduated Approach via	Ensure the cycle captures more in depth pupil and parental voice	Summer 2024 academic year and then	Staff time  Person Centred Thinking Tools	Class teachers SENDCo Headteacher Deputy Headteacher	Pupils and parents will feel empowered within the

	the Assess, Plan, Do, Review cycle		ongoing to 2027		Senior Leadership Team	A,P,D,R cycle and their voices will be clearly heard during assessment processes such as applications for EHCPs, provision panels etc.
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### 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>

