

St Paul's Church of England Academy



ACCESSIBILITY PLAN

2021-2024

Staff Member and Governor responsible for the policy	Headteacher & H&S Governor
Date reviewed and shared with staff	Feb 2024
Date to be next reviewed by relevant staff	Feb 2025
Signed by Chair of Governors: 	Signed by Head Teacher:

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Action plan.....	4
4. Monitoring arrangements.....	8
5. Links with other policies	8
Appendix 1: Accessibility audit	9

.....

1. Aims

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

Our Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Academy aims:

- to offer a Christian foundation, based on Church of England beliefs on which our children can build their lives.
- to provide education of the highest quality within the context of Christian beliefs and practices
- to enable every child to fully develop their skills in all areas of the curriculum, with an emphasis on the moral, spiritual and social aspects of school life.
- to encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer all our pupils.
- to develop effective, positive partnerships between home, school, the Church and community and encourage a sense of worth in the lives of all those involved in our academy.

Learning must be challenging, exciting and fun, delivered through methods which are creative and varied so our children are motivated to learn, develop skills and attitudes needed to become active, responsible, citizens able to make informed choices in the 21st century.

We are an enthusiastic and vibrant team committed to an inclusive education for all.

We work closely with teachers and support staff with the aim of identifying children's SEND (Special Educational & Disability Needs) as early as possible, so that the child achieves the best possible outcomes.

On identification of an additional need our team and the Class Teacher plan carefully to ensure the child has appropriate provision and support.

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.

The academy is a member of the Diocese of Chichester Academy Trust. Staff meet regularly to share good practice and support each other in staff development.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, pupils, governors, external agencies such as the Children's Integrated Therapy Services and the local community.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our academy trust Scheme of Delegation.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Training for specific staff including medical	Directed CPD as required	SENCo	Ongoing	All staff are appropriately trained
	<p>We use resources tailored to the needs of pupils who require support to access the curriculum including a specialist nurture facility and pastoral room.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>The curriculum is reviewed by SLT and subject leaders to ensure it meets the needs of all pupils.</p>	Subject Leaders to review curriculum annually to ensure coverage and resources are appropriate for any identified child with a disability	Review and implement any equipment in classrooms	Class teacher/SENCo	Ongoing	Lessons start on time without any adjustments to meet the needs of individual pupils

	<p>Specific children have specific equipment and setting arrangements that have been in place throughout the year ensure a smooth transition occurs in September</p> <p>Specialist BMX has been sourced for child with a physical disability.</p>	<p>Annual transition meetings to be held between teachers in July</p> <p>Adapting equipment as needs change.</p>	<p>Annual Review</p> <p>Annual Review</p>	<p>Subject Leaders & Curriculum Lead</p> <p>SENCo</p>	<p>September</p> <p>Ongoing.</p>	<p>All subjects curriculum coverage and resources meet the needs of all children with a disability</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Any child who has a disability as well as being on the SEN register is tracked by the SENCo through the ANP in place alongside class based tracking 3 x per year.</p> <p>All other disabled pupils class based tracking 3 x per year.</p>	<p>Interventions are placed on the class provision map 3 x per year.</p> <p>Accurate assessment and tracking in place</p>	<p>Class teacher/SENCo</p> <p>Class teacher/SLT</p>	<p>Reviewed 3 x per year</p> <p>3 x per year</p>	<p>Robust tracking in place and any specific needs identified and supported.</p> <p>Any gaps identified and supported</p>
	<p>Targets are set effectively and are appropriate for pupils with additional needs. These are tracked and reviewed 3 x per year and adapted accordingly.</p>	<p>Any child who has a disability has been set effective and appropriate targets.</p>	<p>Targets tracked and reviewed 3 x per year by SENCo</p>	<p>Class teacher/SENCo</p>	<p>3 x per year</p>	<p>Targets are achieved.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • All year groups have a ground floor classroom • Main Hall and Dining Hall have wheelchair access • Bespoke furniture has been purchased to suit specific pupil needs • Ramps access to main school, the SEND department, EYFS outside area and Nursery. • Corridor width meets regulations • Three disabled parking bays within academy car park • Disabled toilets (EYFS, KS2 corridor, the Harbour, front office and the Pier) and changing facilities in the nursery • Emergency cords at the correct height are fitted in all of the disabled toilets. • Library is accessible to wheelchair and a librarian is 	<p>Disabled push button to open the main reception doors.</p> <p>Pedestrian access via the intercom gate system to be made wheelchair accessible.</p> <p>Disabled ramp giving access to the lower playground making it wheel chair accessible.</p>	<p>Executive Headteacher to bid for money for disabled access to main entrances of the school.</p>	<p>Executive Headteacher</p> <p>As above</p>	<p>2024</p> <p>As above</p>	<p>Academy reception is fully accessible to all.</p> <p>Pedestrian gate is accessible to all.</p>
--	---	--	--	--	-----------------------------	---

	<p>available to support access to shelves</p> <ul style="list-style-type: none"> • Hand rails have been added to the stairs on the Key Stage 2 playground to allow children with limited mobility to access the playground. 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources are available for end of Key Stage tests • Pictorial or symbolic representations throughout the academy using Widget online. • TAs given training in the use of Makaton. • Singing assembly songs include Makaton on the overhead screen. • Visual timetables used in every classroom. 	<p>SENCO to monitor termly through environment walk.</p>	<p>Purchase Widget online to support provision for all children.</p> <p>Makaton training to be rebooked. (Disrupted by COVID)</p>	<p>SENCO/ Heads of School.</p>	<p>Feb 2022</p> <p>July 2023</p>	<p>All children are able to access the curriculum.</p> <p>All staff are using Widget online to support provision for all children.</p> <p>All Key Stage 1 TAs and inclusion staff are competent and confident in using Makaton.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Health & Safety Governor and ratified by the Local Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Two storeys for access to Year 6, 5 & 4 classes.</p> <p>Two storey access to The Deck (Dance Studio)</p> <p>Rest of the school single storey</p>	<p>Ensure any child with a physical disability, which restricts them from climbing stairs ,to be allocated a class on the ground floor and any PE lessons to take place in the main hall on the ground floor.</p>	<p>Executive Headteacher/Heads of school</p>	<p>Annual review of classroom allocation</p> <p>Reviewed as need for in-year admissions</p>
Corridor access	<p>Good access across the academy</p>	<p>None</p> <p>Operations Manager review</p>	<p>Operations Manager</p> <p>Executive Headteacher/Heads of school</p> <p>H&S Governor</p>	<p>Actions taken in response to identified need</p>
Lifts	N/A			
Parking bays	<p>Three disabled parking in car park</p>	<p>No further action needed</p>	<p>Headteacher</p> <p>Operations Manager</p>	<p>Monitored and reviewed annually</p>

	Access to the Harbour through Amherst Road gate			
Entrances	<p>Reception Area -accessible to wheelchair access but disabled access button at main door or main entrance.</p> <p>Harbour, Main School, EYFS, Main Hall & Nursery all have double door access.</p> <p>Staff car park access through electronic gate</p> <p>Pedestrian access via the intercom gate system</p> <p>Nursery entrance is fully automated with disabled access</p>	<p>Headteacher to bid for funding from DCAT to extend and widen existing academy entrance.</p> <p>Daily site manager review</p> <p>Disabled automatic door equipment to be installed to allow supported opening for wheelchair users</p>	<p>Headteacher</p> <p>Operations Manager</p> <p>Headteacher</p>	<p>End of Term 2 bid in place</p> <p>Actions taken in response to identified need</p> <p>By 2024</p>
Toilets	<p>Disabled toilets (EYFS, KS2 corridor, the Harbour, front office and the Pier) and changing facilities in the nursery</p> <p>Supportive equipment in EYFS and KS1 to assist children who have physical disability to allow access.</p>	No further action	<p>Headteacher</p> <p>Operations Manager</p>	N/A

Internal signage	Clear signage throughout the academy including supported by Widgit online	Audit to be carried out annually	SENCo	September - annually
Emergency escape routes	All fire escapes are clearly signposted conforming to regulations. Emergency lighting in place. Risk Assessment in place for all pupils, staff or visitors with a disability. Visitor leaflet highlights the need to advise the academy on arrival if they would need assistance in evacuating in an emergency.	Daily review by Operations Manager. Annual service Review as new pupil/staff member with need starts at the academy and annually for new classroom space	Operations Manager Executive Headteacher/ Operations Manager SENCo/Head of Admin	Daily Annually As need arises and annually
Fire/Lock Down Alarms	Current auditory alarms are in place for fire.	Fire alarm system to be updated to include smoke detectors and alternative alarm for lockdown.	Operations Manager/Executive Headteacher	Ongoing