



Building each other up –  
with God as our firm foundation

# Accessibility Policy

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## 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 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.

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 all pupils, including disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable pupils of all abilities pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils and parents
- Our school aims to treat all its pupils and parents fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

St. Paul's has an inclusive Christian ethos school that welcomes learners from different socio- economic backgrounds, cultures, religions as well as Special Education and Disability Needs.

The plan will be made available online on the school website. 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, this procedure sets out the process for raising these concerns.

## 2. Legislation & 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p>Continue to develop a range of learning resources that are accessible for students with different disabilities.</p> <p>Develop data tracking and assessment systems to ensure that attainment and progress are measurable and accurate for all children, particularly those with SEND and other vulnerable learners.</p> <p>Carry out Pupil Voice to gain children's views.</p>	<p>Subject Leaders to review resources in their curriculum areas.</p> <p>SENDCo to communicate with relevant outside agencies to determine appropriate equipment on an individual basis.</p> <p>Tracking system to be reviewed to ensure SEN pupils are making expected progress.</p>	CT, SENDCo, & SLT		<p>Students with disabilities have increased access to curriculum materials</p> <p>SEND students are making progress and the gap is narrowing/ or closed.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Ensure that there are appropriate vehicle access for students with physical disabilities.</p> <p>Constantly review access to the physical environment for students with physical disabilities.</p>	<p>Review the needs of identified students. Ensure that appropriate provision and safety have been addressed.</p> <p>Allocate a disabled parking bays</p> <p>To ensure Library shelves at wheelchair-accessible height</p>			<p>Physical environments will be reviewed and evaluated frequently with the support of the Occupational Therapy Service.</p> <p>Appropriate risk assessments will be carried out regularly and evaluated in line with Health &amp; Safety policies.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Make information accessible to students and parents with disabilities.</p>	<p>Offer translated versions of letters / information</p> <p>Letters printed onto coloured paper</p> <p>Support offered with accessing online systems.</p>			<p>Students and parents will have greater access to information and upon parents request be able to provide in an alternative format.</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 Governing Board.

## **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