



St Paul's C.E. Junior School

Accessibility Policy & Plan 2018 – 2021

Every child and adult joining our school family will be welcomed and valued regardless of gender, race, religious belief, physical disability, learning difficulty or sexual orientation.

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

1. Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
2. Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers;
3. Undertake reasonable adjustments to enable staff to access the workplace.

Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

St Paul's C.E Junior School Accessibility Plan 2018 - 2021

Target	Actions	Timescale	Responsibility	Success Criteria
To be aware of the access needs of children, ensuring staff and governors are well informed.	<ul style="list-style-type: none"> Review access arrangements for individual pupils as part of an annual review of provision and support. Share information with all relevant staff including lunchtime, admin, catering and supply staff. Each child requiring medication to have a clearly labelled pack located in the medical room, detailing photograph, medication and guidance for administration. Medical register to be reviewed and updated at least termly. Access arrangements form part of end of year and end of Key Stage handover of pupil information and records. Carry out appropriate testing and ensure that results and reports are submitted in order to support the application for access arrangements. Ensure suitable access arrangements are in place for all standardised tests and end of KS2 SATs. 	Annually and following any changes for individual pupils	SLT led by Inclusion Manager	<p>Personal plans are in place for children with disabilities, and all staff are aware of pupils' needs.</p> <p>Individual Education Plans (IEPs) are in place for pupils with particular educational needs and reviewed at least termly.</p> <p>Staff and Governors are confident that the needs of all pupils will be met.</p>
To audit the needs of staff, parents and governors with disabilities.	<ul style="list-style-type: none"> To consider access needs during the recruitment process. To be aware of staff, governors and parents access needs and make any necessary adjustments to school events. 	ongoing	Headteacher, Office Manager & Governors	St Paul's is a fully inclusive school able to cater for the needs of all pupils, stakeholders and visitors to the site.
To continue to improve the physical environment for all, ensuring the highest levels of safety and accessibility.	<ul style="list-style-type: none"> Review evacuation procedure and put in place Personal Emergency Evacuation Plans (PEEP) for any pupil or member of staff with a disability. Ensure that all visitors to the site are aware of their responsibilities in the event of an evacuation. Ensure all areas of school can have wheelchair access & that egress routes are visually checked on a daily basis Improve signage and external access for visually impaired by yellow strip marking step edges. Signage around school to be in other languages and braille as required. 	Annual Review PEEPs implemented as required	Headteacher, Office Manager and Site Controller Admin staff	

Increasing the accessibility of the curriculum				
Staff have an excellent knowledge and understanding of the needs of SEN pupils and effectively differentiate the curriculum	<ul style="list-style-type: none"> Audit the needs of pupils with specific learning needs, ensuring robust and regularly reviewed Learning Plans are in place. Provide relevant training for teaching, learning support staff and governors. Ensure staff have specialist training on disability and medical issues affecting pupils 	ongoing	Inclusion Manager & Leadership Team	<p>All pupils have full access to the curriculum in all subject areas, their needs are well met which leads to excellent outcomes.</p> <p>Every pupil at St Paul's thrives academically, socially, emotionally and spiritually.</p>
Ensure assessment review and evaluations are fully in place.	<ul style="list-style-type: none"> Robust evaluation of the impact of intervention programmes. Effective formative strategies are in place, ensuring planning and lesson delivery is adapted to ensure the best pupil outcomes in all curriculum subjects. 	ongoing	Inclusion Manager and Teaching Teams	
Review PE curriculum to ensure PE, Games and swimming lessons are accessible to every pupil on roll. Through the review of PHSE, Circle Time, assembly planning, raise pupil awareness of a range of issues and how they too can support their peers.	<ul style="list-style-type: none"> Review PE curriculum to include a wider range of sports and make necessary adaptations to the space, task and equipment to ensure all pupils are able to access and participate fully in every lesson. Review curriculum planning to seek opportunities to explicitly raise awareness and teach pupils about disability issues. Seek opportunities for whole school 'training' – assembly on Guide Dogs, pupil led assemblies on specific conditions e.g. dyslexia, epilepsy etc. 	As part of the 2018 Curriculum redesign and then on an ongoing basis	Teaching Teams & Inclusion Manager	
Ensure classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of pupils and adults alike.	<ul style="list-style-type: none"> Review and implement an appropriate layout of furniture and specialist equipment to support the learning process in individual classrooms and the Base e.g. Alphasmart, laptops, Sound Field Systems etc. Seek support from and liaise with HI/VI/OT staff with regard to provision for children with hearing, visual or physical impairments. 	ongoing	All staff	
To ensure all children have the opportunity to be involved socially and physically when out on the playground.	<ul style="list-style-type: none"> PE & Games Coordinator appointed to increase pupil participation in a range of physical activities at lunchtimes 3 x per week. Introduce and resource Craze of the Week scheme. Install a Friendship Bench on the playground. 	July 2018	Headteacher & Office Manager	

Ensure all pupils have equal access to lunchtime and after school activities, clubs and extra-curricular opportunities.	<ul style="list-style-type: none"> Work with club providers to ensure they have good understanding of the needs of specific pupils and that where necessary adaptations are made to activities, tasks, resources and equipment to ensure pupils are able to access and participate fully in every club session. 	ongoing	Inclusion Manager and Teaching Teams	
Evaluate day visits and residential trips in the needs of participating pupils.	<ul style="list-style-type: none"> Risk assessments of trips, Y6 residential and school activities will be carried out and adjustments made to meet the needs of pupils. Only sites and modes of transport suitable for all children will be selected. Post trip evaluations will be carried out to review how well the adjustments met the needs of learners and the outcome used to inform future planning. 		Teaching Teams and Trip Coordinator	
Ensure access to learning resources for visually impaired pupils	<ul style="list-style-type: none"> Ensure that all staff are aware of the guidance on accessible formats. Where necessary, change the delivery of written information into an appropriately sized format for pupils with a visual impairment. Seek support from and liaise with VI specialist staff with regard to provision for stakeholders with hearing, visual or physical impairments. 		Inclusion Manager with support from VI specialist teachers	
Improving the availability of accessible information				
Review all written information and ensure that it is accessible to all parents	<ul style="list-style-type: none"> Review contextual admissions data to look at the % of families for whom first language is not English. Include questions regarding required special arrangements/adaptations for parents and pupils in Admissions Booklet. Discussion in teams of special provision for all parent/teacher consultations. Where required, explore availability and costs of translation of published generic documents. Advise on the website/in Newsletters that the School Office will support and help parents to access information and complete school forms. Ensure the website and all documents posted are accessible for the visually impaired. 	ongoing	Headteacher, Office Manager & School Secretary	

	<ul style="list-style-type: none">• Provide information and letters in clear print in 'simple' English			
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