St Paul's
Church of England Primary School

St Paul's CE Primary

Accessibility Policy

"Whatever you do, work at it with all your heart."

Colossians 3:23

Believe and Achieve

We want our pupils to believe in themselves, and in their faith, so that they have the confidence to overcome barriers in order to achieve to the best of their ability whatever they aspire to.

OUR VISION

We want our pupils to believe in themselves, and in God, so that they have the confidence to overcome barriers in order to achieve, to the best of their ability, whatever they aspire to.

Our vision has been carefully chosen to reflect the Christian ethos of our school and the needs of our pupils and community. We understand that, in order to become effective citizens in today's society, our children will need to have realistic aspirations; an understanding of local, national and global issues and the knowledge of how they can impact on these; empathy for others and resilience in order to reach their goals.

Our vision is firmly rooted in the following passage from the Bible which we believe sums up the expectations that we, as a school, have of all our stakeholders – pupils, staff and parents.

"Whatever you do, work at it with all your heart." Colossians 3:23

We aim to embody this vision at all times in all our work.

OUR MISSION

Our mission is to ensure all our learners can explore and enhance their knowledge and skills by developing confidence and resilience in preparation for future life.

Through our Christian values and high expectations, we aim to nurture each child so that they become global citizens of the future.

OUR VALUES

As a Church of England school, we aim to help children develop an understanding of the Christian faith and the teachings of Jesus Christ, encouraging them to follow the commandments to 'Love God' and 'Love your neighbour as yourself.'

Our Christian values are:



Statement of Intent

St Paul's CE Primary School is committed to providing an inclusive environment in which all pupils, staff, parents and visitors are treated fairly and with respect.
We welcome our duties under the Equality Act 2010 and are committed to:

- Eliminating discrimination, harassment and victimisation.
- Advancing equality of opportunity.
- Fostering good relations between different groups.
- Making reasonable adjustments for disabled pupils, staff and visitors.
- Removing barriers that may prevent participation in all aspects of school life.

We are committed to achieving the best possible outcomes for children and young people with Special Educational Needs and Disabilities (SEND) and ensuring that they are able to access a broad, balanced and ambitious curriculum alongside their peers.

Introduction

St Paul's CE Primary School is committed to providing a fully inclusive environment in which all pupils, staff, parents, carers and visitors are treated with dignity, respect and fairness. We believe that every member of our school community should have equal opportunities to participate fully in school life and achieve their potential, regardless of any disability, special educational need or additional need.
This Accessibility Plan has been developed in accordance with the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years. It demonstrates the school's commitment to identifying and removing barriers that may prevent disabled pupils, staff, parents and visitors from accessing education, facilities, information and opportunities available within the school.
At St Paul's CE Primary School, we recognise that accessibility is an ongoing process. We are committed to making reasonable adjustments, promoting inclusive practice and ensuring that all members of our community can participate as independently as possible. Through strong partnerships with pupils, families, governors, staff and external agencies, we continually review and improve our provision to meet the diverse needs of those we serve.

LEGISLATIVE FRAMEWORK

This Accessibility Plan has been developed in accordance with:

- Equality Act 2010.
- Children and Families Act 2014.
- SEND Code of Practice: 0-25 Years.
- SEN and Disability Duties: Guidance for School Governing Boards (2025).
- Public Sector Equality Duty.
- Supporting Pupils with Medical Conditions at School.

DEFINITION OF DISABILITY

The Equality Act 2010 defines a disabled person as someone who has:
"a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

PURPOSE OF THE PLAN

The purpose of this plan is to outline how the school will:

- Increase the extent to which disabled pupils can access and participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils and adults to take greater advantage of education, facilities and services.
- Improve the availability and accessibility of information for disabled pupils, parents, carers, staff and visitors.

This plan will be monitored by the Headteacher, SENDCO and Governing Body and reviewed annually to ensure that it continues to reflect the needs of the school community and current statutory guidance.

St Paul's CE Primary School is committed to ensuring that all pupils, parents and carers have equal access to all of its facilities and are able to fully participate in all school activities. We aim to provide a fully-inclusive environment and make adaptations to our curriculum so that is can be accessed by all.

If there are any adjustments required by pupils, parents or carers, which we can reasonably accommodate, please do not hesitate to raise this with us. You can discuss this with either the office staff or make an appointment to see the principal, Mrs Walton.

This plan will be made available upon request to any current parent or prospective parent who requests it as well as being available to staff members or those applying for a position at the school.

Previous Adaptations to the School Include:

- Ramp access to the school.
- Electronic screens in teaching rooms to support children with learning difficulties or visual impairments.
- Staff training for medical needs, such as EpiPen usage, sensory circuits, trauma, and adaptation training.
- Dyslexia-friendly resources in classrooms.
- SEND-specific interventions.
- Provision of coloured overlays and paper books for pupils with dyslexia.
- Disabled toilet and changing facilities.

ST PAUL'S CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2026-27				
1. Improving access to the curriculum				
Objective	**Strategy**	**Outcome**	**Time scale**	**Success indicators**
Ensure classrooms are organised to maximise participation and independence for all pupils	Review classroom layouts regularly. Ensure furniture is suitable for pupils' needs. Ensure all pupils can see teaching screens and whiteboards. Maintain access to ICT equipment and learning resources	All pupils can access learning independently and participate fully in lessons	Ongoing throughout 2026-27.	Classrooms are accessible and inclusive. Pupils can access resources independently. Feedback from learning walks demonstrates effective classroom organisation.
Ensure specialist resources and reasonable adjustments are available for pupils with SEND and disabilities.	Implement recommendations from external agencies. Provide assistive technology, visual supports and adaptive resources where appropriate. Review support plans regularly. Ensure all staff are aware of individual needs and strategies.	Pupils with additional needs can access the curriculum and achieve their potential.	Ongoing throughout the academic year.	Recommended adjustments are in place. Pupils with SEND participate fully in learning. SEND reviews demonstrate appropriate provision.
Develop staff knowledge and confidence in inclusive practice	Deliver SEND and inclusion training. Provide training on autism, ADHD, speech and language needs, sensory needs and SEMH. Share best practice through staff meetings and professional development opportunities.	All staff are equipped to meet a diverse range of needs effectively.	Throughout 2026-27.	Staff training records demonstrate high participation. Monitoring shows effective adaptive teaching. Staff confidence increases through evaluation and feedback.
Ensure all educational visits, clubs and enrichment	Consider accessibility when planning trips and events.	All pupils can participate in the wider life of the school.	Ongoing.	Pupils with disabilities are included in visits and

opportunities are accessible.	Complete individual risk assessments where required. Liaise with parents and external agencies when necessary.			extracurricular activities. Barriers to participation are identified and removed.
Strengthen pupil voice and participation.	Seek views from pupils with SEND regarding accessibility and inclusion. Include SEND pupils in consultation opportunities and leadership roles. Use pupil feedback to inform school improvement.	Pupils contribute to decisions affecting their educational experience.	Termly	Evidence of pupil consultation. Actions taken in response to pupil feedback. Pupils report feeling included and valued.
2. Improving Access to the Physical Environment				
Maintain a safe and accessible school environment.	Conduct regular site accessibility audits. Ensure pathways, entrances and exits remain accessible. Maintain ramps, handrails and accessibility features. Address issues identified through audits promptly.	The physical environment enables all users to access school facilities safely.	Ongoing.	Accessibility audits identify minimal barriers. Disabled pupils, staff and visitors can access the site safely.
Ensure appropriate facilities are available for pupils, staff and visitors with disabilities.	Maintain accessible toilet facilities. Review emergency evacuation procedures and Personal Emergency Evacuation Plans (PEEPs). Monitor accessibility of all key facilities.	Appropriate facilities support equal access across the school.	Reviewed annually and as required.	Accessible facilities remain fully operational. Emergency arrangements meet the needs of individuals.
Improve sensory accessibility across the school environment.	Audit learning environments for sensory barriers. Maintain access to calm and	Pupils with sensory needs can engage more effectively in learning.	Throughout 2026-27.	Reduced barriers identified through SEND reviews. Positive feedback from

	regulation spaces. Provide sensory resources and equipment where required.			pupils and staff. Increased engagement from pupils with sensory needs.
Implement reasonable adjustments identified through Occupational Health or Occupational Therapy recommendations.	Review recommendations promptly. Implement agreed adjustments within available resources and timescales. Monitor impact and effectiveness.	Staff and pupils receive the support required to access the school environment successfully.	As needs arise.	Recommendations implemented within agreed timescales. Adjustments support participation and independence.
3. Improve the delivery of information				
Ensure information is available in accessible formats.	Provide large print, electronic or alternative formats on request. Review accessibility of school documents before publication. Ensure key information is clear and easy to understand.	Information is accessible to all pupils, parents, carers and visitors.	Ongoing.	Alternative formats provided when requested. Parents can access information independently.
Improve accessibility of digital information and online communication.	Review website accessibility regularly. Ensure SEND information is clearly signposted. Improve accessibility of digital learning resources.	Families can access information and resources using a range of devices and technologies.	Termly review.	Website remains accessible and up to date. Parents report ease of access to information.
Improve communication with parents and carers of pupils with SEND and disabilities.	Use a range of communication methods including meetings, telephone calls, email and digital platforms. Respond to individual communication preferences where possible. Provide opportunities for consultation and feedback.	Strong partnerships are maintained between home and school	Ongoing.	Positive parental feedback. Increased parental engagement. Effective communication evidenced through records and surveys.

Support pupils with communication and interaction needs.	Use visual timetables, symbols and communication aids where appropriate. Adapt resources and instructions to meet individual needs. Utilise assistive technology when required.	Pupils can understand information and communicate effectively.	Ongoing.	Pupils demonstrate increased independence. Communication barriers are reduced. Individual targets show positive progress.