St Paul's
Church of England Primary School

ST PAUL'S CE PRIMARY SCHOOL

Accessibility Policy

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Related documents: *Accessibility Plan, SEND Policy, SEND Information Report, Equality Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy, Admissions Policy and Health and Safety Policy.*

1. Introduction

At St Paul's C.E. Primary School, we are committed to providing an inclusive and welcoming environment where every child is valued, respected and supported to achieve their full potential.

We believe that every pupil should have equal opportunities to access high-quality teaching, learning, the wider curriculum and all aspects of school life, regardless of disability or individual need.

We recognise that some pupils may experience barriers to learning and participation as a result of their disability. We are committed to identifying and removing these barriers wherever reasonably possible, making appropriate adjustments and ensuring that pupils are not disadvantaged.

Our approach reflects our school values of being Ready, Respectful and Responsible, and our belief that every child should have the opportunity to believe and achieve.

This policy should be read alongside the school's Accessibility Plan, which identifies the practical actions and improvements the school intends to undertake to improve accessibility.

2. Legislation and statutory guidance

This policy has been developed with regard to the following legislation and guidance:

- Equality Act 2010.
- Children and Families Act 2014.
- Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years.
- Education Act 2002.
- Keeping Children Safe in Education.
- Department for Education: Equality Act 2010 – Advice for Schools.

Under the Equality Act 2010, schools have a duty not to discriminate against disabled pupils and to make reasonable adjustments to ensure they are not placed at a substantial disadvantage compared with pupils who are not disabled.

The school also has a duty to prepare, implement and keep under review an Accessibility Plan.

3. Definition of disability

Under the Equality Act 2010, a person is considered disabled if they have 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.

Disability may include, but is not limited to:

- Physical disabilities and mobility difficulties.

- Visual impairments.
- Hearing impairments.
- Autism.
- Long-term medical conditions.
- Significant learning difficulties.
- Mental health conditions.
- Other long-term conditions that meet the legal definition of disability.

We recognise that not all disabilities are visible and that individual pupils may experience different barriers depending on their circumstances.

A pupil does not need to have an Education, Health and Care Plan (EHCP) or be identified as having special educational needs to be protected under the Equality Act 2010.

4. Aims of the policy

St Paul's C.E. Primary School aims to:

1. Ensure that disabled pupils have equal opportunities to access education and participate fully in school life.
2. Identify and remove barriers that may prevent pupils from accessing learning and school activities.
3. Make reasonable adjustments to support individual pupils.
4. Ensure that the physical environment is as accessible as reasonably possible.
5. Provide information in accessible formats where required.
6. Promote positive attitudes towards disability and inclusion throughout the school community.
7. Work in partnership with pupils, parents, carers, staff and external professionals.
8. Ensure that accessibility is considered when making decisions about school development, curriculum design and provision.

5. Roles and responsibilities

The Trust Board and delegated governance arrangements

The Trust Board, or its appropriately delegated committee, is responsible for ensuring that the school meets its statutory duties in relation to accessibility and equality.

The Headteacher

The Headteacher is responsible for:

- Promoting an inclusive school culture.

- Ensuring that reasonable adjustments are considered and implemented.
- Overseeing the implementation and review of the Accessibility Plan.
- Ensuring that staff understand their responsibilities.
- Ensuring that appropriate resources are considered to support accessibility.

The SENDCo

The SENDCo is responsible for:

- Working with staff, parents and external professionals to identify barriers to learning.
- Advising on appropriate support and reasonable adjustments.
- Supporting the development and review of individual pupil provision.
- Monitoring the effectiveness of interventions and adaptations.
- Supporting staff to develop inclusive teaching practices.

All staff

All staff are responsible for:

- Treating every pupil with dignity and respect.
- Identifying and reporting barriers to accessibility.
- Implementing agreed reasonable adjustments.
- Adapting teaching, resources and activities where necessary.
- Ensuring that pupils are included in classroom learning and wider school experiences.
- Raising concerns with the SENDCo or Headteacher.

6. Curriculum accessibility

We are committed to ensuring that all pupils can access a broad, balanced and ambitious curriculum.

Teachers will consider the individual needs of pupils when planning and delivering lessons, ensuring that appropriate adaptations are made without unnecessarily limiting learning opportunities or expectations.

This may include:

- Adaptive teaching and differentiated approaches.
- Appropriate scaffolding and additional adult support.
- Adapted learning resources and equipment.
- Visual supports, communication aids and assistive technology.
- Sensory adjustments and access to appropriate regulation spaces.
- Alternative methods of recording and demonstrating learning.

- Additional time or rest breaks where appropriate.
- Individual support plans and advice from external professionals.

We will aim to ensure that disabled pupils can participate in educational visits, residential trips, clubs, sporting activities, performances, worship and other enrichment opportunities.

Where barriers are identified, the school will consider reasonable adjustments and alternative arrangements to enable meaningful participation.

7. Accessibility of the physical environment

The school recognises its responsibility to consider the accessibility of its buildings, facilities and outdoor spaces.

We will seek to ensure that the school environment enables disabled pupils to access education and benefit from the facilities and services available.

This may include consideration of:

- Access to classrooms and shared learning spaces.
- Accessible toilet and changing facilities.
- Playground and outdoor learning access.
- Safe movement around the school.
- Appropriate signage and visual information.
- Lighting, acoustics and sensory considerations.
- Specialist equipment and adaptations.

Where improvements are required, these will be considered through the school's Accessibility Plan, taking account of identified needs, available resources and appropriate advice.

8. Accessible information and communication

We recognise that some pupils and families may require information in alternative or accessible formats.

Where appropriate, the school will consider providing:

- Enlarged print or adapted written materials.
- Visual timetables and visual prompts.
- Easy-read information.
- Alternative communication methods.
- Accessible digital information.
- Additional support to understand school communications.

The school will consider the individual needs of pupils and the preferences expressed by pupils and their parents or carers when determining appropriate communication arrangements.

9. Admissions and participation

St Paul's C.E. Primary School is committed to ensuring that disabled pupils are not treated less favourably in relation to admissions, access to education or participation in school activities.

We will work with families and relevant professionals to understand the needs of pupils joining the school and identify any reasonable adjustments or additional support that may be required.

A pupil's disability will not, in itself, be a reason to exclude them from any aspect of school life.

10. Partnership with parents, carers and external agencies

We recognise the importance of working in partnership with parents and carers to understand the individual needs of pupils.

Where appropriate, we will seek advice and support from external professionals and services, which may include:

- Educational psychologists.
- Occupational therapists.
- Physiotherapists.
- Speech and language therapists.
- Health professionals.
- Specialist teachers and advisory services.
- Local authority SEND services.

Pupils will also be encouraged to express their views about the support and adjustments that help them to access learning and participate in school life.

11. Monitoring and evaluation

The Headteacher and SENDCo will monitor the school's approach to accessibility and review the effectiveness of arrangements for disabled pupils.

This will include consideration of:

- The effectiveness of reasonable adjustments.
- Pupils' access to the curriculum and wider school activities.
- Feedback from pupils and parents.
- Staff confidence and training needs.
- Identified barriers within the physical environment.

- Progress against the school's Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated where necessary to reflect changing needs, priorities and circumstances.

12. Complaints

Any concerns regarding accessibility, reasonable adjustments or the inclusion of disabled pupils should initially be raised with the class teacher, SENDCo or Headteacher, as appropriate.

Where concerns cannot be resolved informally, parents and carers may follow the school's Complaints Policy.

13. Publication and review

This policy will be made available to parents, carers, staff and other members of the school community through the school website and upon request.

The policy will be reviewed annually, or earlier where there are changes to legislation, statutory guidance or school circumstances.

Our commitment

At St Paul's C.E. Primary School, we believe that every child matters. We will continue to work towards removing barriers, celebrating difference and ensuring that all pupils have the opportunity to participate, belong and achieve.