

St Paul's C of E Academy



Accessibility Plan 2022 – 2026



St Paul's C of E Academy 2022 – 2026

We walk by faith and not by sight: 2 Corinthians 5:7

Purpose of the Plan

The purpose of this plan is to highlight how St Paul's C of E Academy intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the academy curriculum, which includes teaching and learning and the wider curriculum of the academy, such as participation in after school clubs, leisure and cultural activities or school visits.
- Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the academy and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events.

The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. St Paul's C of E

Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the academy community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The academy aims to work closely with disabled pupils, their families and any relevant outside agencies, to remove or minimise any potential barriers to learning, which might put them at a disadvantage. Our strategy aims to allow all children to learn, achieve and participate fully in school life, irrespective of disability. The academy actively promotes positive attitudes towards all disability in and continuously reviewing and implementing a strategic approach to ensure access to education for all disabled pupils. The academy continually works in close partnership with parents, carers and other stakeholders to develop ways to improve accessibility.

Contextual Information

The academy's is a one-storey building, built on a large site adjacent to a train station. There are two disabled toilets and one which also has showering facilities based in the Key Stage 2 area of the school. There are several toilet blocks, which are spread across the building and the facilities in those blocks are designed around on the age and needs of the user.

There is 1 child who requires a wheelchair for longer distances, but there are no children who are wheelchair dependent for moving around the building. There is facility to store wheelchairs if necessary.

The academy has a designated medical room, as well as first aid boxes stored safely around the building.

At St Paul's C of E Academy, there is an allocated disabled parking space in the academy's car park.

The Current Range of Disabilities within St Paul's C of E Academy

The academy has children with a limited range of disabilities which include Autistic Spectrum Disorder, Moderate Learning Needs and Physical Needs. When children enter school with specific disabilities, the academy seeks support and guidance from the expertise of the Local Authority and their associated professionals. They provide specialist services, support and assessments for St Paul's Academy, our pupils and parents or carers. We have systems in place for those children with asthma, and all staff are aware of these children. Inhalers are kept in each Key Stage area and an Emergency Asthma Inhaler Kit is kept centrally.

Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities. Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, to enable them to continue in post. All members of staff are entitled to professional development and training and are expected to take advantage of a continuous programme of professional development. This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired services. Health and safety for Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances must be cleared away. The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

INCREASE ACCESS TO THE CURRICULUM

Aim	Objectives	Strategies	Success Criteria	Time Scale	Responsibility
Increase access to texts	Develop the use of visuals to support learning across the curriculum.	Teaching staff will use Widget software to provide symbols and visual representation of new vocabulary	Visuals and symbols to be used in lessons and evidence of this in planning and books. The introduction of new vocabulary to be supported with visual representations in lessons	July 2024	SENCO Class Teachers
	Enlarged print for pupils that require it	Special requirements of enlarged print will be requested for National Assessments	Access arrangements to be submitted accordingly	As and when needed	SENCo and Assessment Coordinator
	Audit books in the academy library to ensure they meet the needs of children with visual impairment.	Books to be ordered which will have a larger font size	Library to have a range of texts and books updated	As and when needed	English Coordinator
Close the learning gap	To scaffold learning so all learning can be met	Scaffolding for lessons will be planned for Scaffolding strategies to be shared with staff	Scaffolding will be evidenced in the planning	July 2024	Class Teachers

	To pre-teach key vocabulary and skills needed for the curriculum	Pre-teaching will take place CPD for LSPs on how to deliver pre teach interventions	Pre teaching interventions to be timetabled	July 2024	SENCO LSPs
Create a Dyslexia friendly environment	Ensure dyslexia friendly books are used	Where tendencies of dyslexia are present dyslexia friendly exercise books will be available for children and used if they help	Dyslexia Friendly learning resources present Dyslexia provision evident in Pupil Profiles	Dec 2024	SENCO
	Assessment in place to screen for early signs of dyslexia	Where children have displayed dyslexic tendencies SENCO to screen them using an assessment scheme	Children screened and the referred to the correct agency	Sept 2024	SENCO
	Ensure learning environments are not over stimulating and serve the correct purpose	Complete an environment audit and share findings with staff Create a non-negotiable for classroom environment Share visual timetable resources and uniform these	Classroom environments to be stimulating whilst ensure there is no cognitive overload.	July 2024	SENCO Class Teachers
Staff Training and CPD	Audit of CPD needs of staff	Staff survey Analyse the results of the staff survey	CPD needs to be audited and appropriate training courses to be sourced	Dec 2023	SENCO

	Staff to be trained in Autism Awareness	<p>Training arranged for staff</p> <p>Learning Walk to see how the implementation of training is being applied to the classroom</p>	<p>Strategies in places to support the teaching and learning of pupils with Autism</p>	July 2024	SENCO
SEN Support	Revisit/review SEN support plans which identify provision alongside outcomes	Quality assurance of SEN support plans and feedback provided	<p>Provision identified will be evident in lessons and will be monitored through learning walks.</p> <p>Review of <i>provision</i> will measure the success</p>	July 2024	SENCo Class Teachers

INCREASE ACCESS TO THE PHYSICAL ENVIRONMENT					
Aim	Objectives	Strategies	Success Criteria	Time Scale	Responsibility
Entry and exit to school	To ensure all entry and exit points are safe, secure and accessible to all	<p>Health and safety inspection to monitor this.</p> <p>Induction of new pupils to consider the entry and exit points</p>	All children, staff and visitors to be able to access the school site with ease	Ongoing	Site Manager Principal
Changing Areas	To ensure there is adequate changing facilities for pupils in EYFS	Create a safe changing area within the EYFS area	Changing area to be successfully in use	July 2024	Principal SENCO

Resources for physical needs	To ensure pupils with physical needs have the correct resources	Work with Physiotherapy team and Occupational Health to ensure the resources for those pupils with physical needs are maintained and appropriate	All pupils to have the correct resources	Ongoing	SENCO
Classroom Environment Audit	To ensure classroom environments are adequate and the children can appropriately access all resources necessary	Carry out a classroom environment audit	All pupils to have the correct resources and access to the learning environment	July 2024	SENCO

INCREASE ACCESS TO THE WRITTEN INFORMATION					
Aim	Objectives	Strategies	Success Criteria	Time Scale	Responsibility
Parental communication	To provide information to parents in a variety of forms	Use a range of ways to contact parents An information desk will be set-up at parents' evening signposting parents to advice and support services	Information to be disseminated to parents successfully	Ongoing	SENCO Office Manager
Website	To ensure the website clearly updates parents with all the correct information needed	Scheduled website updates	Website to be updated	Ongoing	Principal

		Staff to send information to the principal in order to keep the website up to date			
--	--	---	--	--	--