

St Paul's C of E Academy



Accessibility Plan 2024 – 2027



St Paul's C of E Academy 2024 – 2027

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 staff member 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 staff members are entitled to professional development and training and are expected to take advantage of a continuous professional development program. This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, school nurse, social workers, and the staff of 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 staff members are ensured by following the school procedures for storing and administering medicines to pupils. We also have procedures for when blood or other bodily substances must be cleared away. The school has staff members qualified to give 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
<p>To identify and use strategies to close any gaps within learning, particularly for children with SEND</p>	<p>To show progress and improve children attainment levels</p>	<p>Pre-Teaching or booster sessions Assessment driven interventions Differentiation of the curriculum</p>	<p>Improved attainment and independent learners</p>	<p>September 2025</p>	<p>Teachers SENCO</p>
<p>To support learners with hearing or visual impairment</p>	<p>To monitor and evaluate the needs, well being and effectiveness of learning for individuals</p>	<p>Intervention and guidance from learning support team Adapted resources Learning plans reflective of needs and targets</p>	<p>Children will be achieving and making progress Children will demonstrate overall well-being</p>	<p>September 2025</p>	<p>Teachers Learning support SENCO</p>

SEN Support	Review SEND support plans and digitize them	Provision identified will be evident in lessons and will be monitored through learning walks. Review of <i>provision</i> will measure the success	Evidence of improved strategies to meet the needs of all learners	September 2025	SENCO
To monitor and review planning	To ensure objectives on learning plans are translated into planning and practice	SENCO to work alongside SEND governor to review planning Staff Training	Planning is appropriately adapted for learners	September 2025	SENCO
To review and implement suitable strategies and provision to support the high level of need within early years	To monitor progress, gather evidence and implement the appropriate level of support	Individualized provision PECS cards Individualized planning	Learning support and EHC plans are escalated Ensure all appropriate professionals are involved	September 2025	SENCO

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	Health and safety inspection to monitor this. Induction of new pupils to consider the entry and exit points	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	September 2025	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	September 2025	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			
--	--	--	--	--	--