



Saint Paulinus CE Primary School

## Accessibility Plan

**Head Teacher: Mrs Sarah Young**

This plan was adopted on : June 2018

The plan to be reviewed: June 2021

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

*St Paulinus C E Primary School regards barriers to learning physical and pedagogical as structural weaknesses that disable the pupil rather than any particular need or physical impairment. Our mission is to remove these barriers and build pedagogical structures that make excellence accessible to all in order to engage and inspire our learners.*

The plan will be made available online on the *school website*, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Amadeus Primary Academies Trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.



### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Priority</b>	<b>Recommendations</b>	<b>Target completed or date set</b>	<b>Current good practice</b>
Increase access to the curriculum for pupils with a disability	Review curriculum resources to include examples of people with disabilities as part of the program of study	When appropriate	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>

<p>Improve and maintain access to the physical environment</p>	<p>When appropriate, replace school signs indicating entrances</p> <p>Remark car park spaces ensuring disabled use space is kept clear</p> <p>Handrail/ramp on front steps</p> <p>Sign 'Ask Staff for assistance' with wheelchair logo</p> <p>Change lights to Cat II1 where appropriate</p> <p>Ensure all audible alarms have flashing lights</p> <p>Caretaker to ensure corridors and access ways remain clear</p> <p>Doors to be checked to ensure ease of opening</p> <p>Put in place instructions for visitors at entry buzzers with hearing impairment</p>	<p>When appropriate</p>	<p>Planned maintenance budget fund includes small amount to respond immediately to any in year admission that may require adaptations</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Some information sent to parents to include the phrase 'Alternative formats available on request'</p>	<p>Ongoing</p>	

#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by The Head Teacher

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- APAT Health and safety policy
- APAT Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) policy and information report
- Supporting pupils with medical conditions policy
- APAT Equality and Diversity Policy
- APAT Equal Opportunities Policy.

#### Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Date to complete actions by
<i>Number of storeys</i>	<i>Single storey throughout</i>	<i>None</i>	<i>n/a</i>
<i>Corridor access</i>	<i>Wide and flat throughout. Kept clear and accessible. Stepped risers throughout building. Not currently preventing access to a pupil.</i>	<i>Review annually or in light of in year admission as may be necessary</i>	<i>Annually or more regularly if admissions require</i>

<i>Lifts</i>	<i>None</i>	<i>None</i>	<i>n/a</i>
<i>Parking bays</i>	<i>1 Provided in school car park in close proximity to ramped access to school hall (through gate)</i>	<i>None</i>	<i>Review as part of this policy annually in case of changes in need</i>
<i>Entrances/Ramps</i>	<i>Some entrances are level, some have steps. There is one ramped entrance near to the disabled parking space in the car park. Permanent ramps provided to front entrance. Temporary wooden ramps provided for internal risers</i>	<i>Review door releases to ensure that the right balance is struck between security and accessibility  Ramped access currently meets requirements of school population. Ramps inspected termly by site manager with defects reported to HT</i>	<i>n/a</i>
<i>Toilets</i>	<i>Large disabled access toilet available in school on continuous level from entrance</i>	<i>None required. Review annually or in light of in year admission as may be necessary</i>	<i>n/a</i>

<i>Reception area</i>	<i>Office area accessible from ramped area which leads into hall.</i>	<i>Investigate the use of temporary ramps at front entrance.</i>	<i>End of autumn term</i>
<i>Internal signage</i>	<i>Internal signage provided to direct to key school areas (office)</i>	<i>Signage to direct to specific areas of school (KS1/2 areas, cottage etc)</i>	
<i>Emergency escape routes</i>	<i>Escape routes throughout, emergency lighting provided. Emergency escape doors provided with slam bars. Regular drills conducted, reviewed in line with physical needs of school community as may be necessary.</i>	<i>Statutory checks of fire equipment conducted annually  Annual fire risk assessment carried out and actioned each year</i>	<i>n/a</i>