



'Having gifts that differ according to the grace given to us – let us use them' Romans 12:6

Accessibility Plan

Principal: Mrs C Rhodes

Assistant Principal: Mrs K Sukonik

Chair of Governors: Mrs S Smith

Policy was adopted: February 2022

Policy was last reviewed: April 2026

Policy to be next reviewed: Spring 2029



Respect

We are considerate of others and celebrate our differences.



Kindness

We are gentle, caring and helpful.



Creativity

We explore new ways to use, and share our gifts.



Perseverance

We work hard through our challenges.



'Having gifts that differ according to the grace given to us – let us use them' Romans 12:6

Introduction

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.

At St Paulinus C.E Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities. Our curriculum vision is centered around diversity, resilience, communication and critical thinking and is rooted in our Christian vision of *'Having gifts that differ according to the grace given to us, let us use them.'* (Romans 12:6).

St Paulinus C E Primary School regards barriers to learning both 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 (APAT) 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.



'Having gifts that differ according to the grace given to us – let us use them' Romans 12:6

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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



‘Having gifts that differ according to the grace given to us – let us use them’ Romans 12:6

3. Action plan

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

Aim	Current Good Practise	Objectives	Recommendations	Person Responsible	Date to complete actions by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils. • Our RSE curriculum encourages pupils to enjoy their own uniqueness and the uniqueness of others. It also promotes hope of pupils being free to be themselves and to be able to fulfill their potential without fear of being bullied. 	<p>To improve pupil awareness and understanding of disability.</p>	<p>Review curriculum resources to include examples of people with disabilities as part of the program of study</p>	<p>SLT</p>	<p>End of academic year</p>	<p>Across the curriculum, and in achievement assemblies, there will be opportunities for pupils to learn about the successes of people with disabilities</p> <p>Pupil voice surveys will show an improving attitude towards and understanding of those with disabilities</p> <p>Incidents of discrimination based behaviours will remain low or fall further</p>



'Having gifts that differ according to the grace given to us – let us use them' Romans 12:6

Aim	Current Good Practise	Objectives	Recommendations	Person Responsible	Date to complete actions by	Success Criteria
Improve and maintain access to the physical environment	<ul style="list-style-type: none">• Ensuring disabled use space is kept clear• Corridors are kept tidy and free of obstructions.• A disabled toilet and changing facilities are available for pupils.• Electronic car park gate that does not require any physical action to open/close other than pressing the call button.	The school's procedures for pupils with medical conditions will identify through health care plans those pupils who will require adaptations to be made	Planned maintenance budget fund includes small amount to respond immediately to any in year admission that may require adaptations	SLT Site Manager	When appropriate	All pupils with care plans have access to the facilities that they need.



'Having gifts that differ according to the grace given to us – let us use them' Romans 12:6

Aim	Current Good Practise	Objectives	Recommendations	Person Responsible	Date to complete actions by	Success Criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none">recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.Internal and external signage	The school's procedures for pupils with medical conditions will identify through health care plans those pupils who will require adaptations to be made	Monitor use of sound system, signage and resources and make updates as needed	SLT SENCO Site Manager	End of academic year	Pupils will be able to access all information provided to them at school.



'Having gifts that differ according to the grace given to us – let us use them' Romans 12:6

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Principal and SENDCo and approved by the Governing Body.