

Office use only:

Date of Adoption:	09.02.2021	Date of Review:	SUMMER 2024
Author:	J.MUDHURAPANTULA	Committee responsible for Review:	FGB
Version:	1.0		



ST. PAUL'S CATHOLIC PRIMARY SCHOOL POLICY AND ACTION PLAN FOR ACCESSIBILITY

“United Through Jesus in Faith, Love and Learning”

St Paul's whole school community (all staff, governors, parents and volunteers working in the school) are committed to safeguarding and promoting the welfare of our children.

At St Paul's we recognize our duties under the Equality Act 2010. Everyone has the right to be treated with dignity and respect.

Date of adoption: The Governing Body of St Paul's Catholic Primary School ('the School') adopted this policy – **09.02.2021**.

Date of review: This policy will be reviewed in the **Summer term 2024**.

This document is a statement of our intentions for the management of accessibility. It should be read in conjunction with our Mission Statement. It was compiled by the Headteacher and staff following guidance from West Berkshire LA and approved by the Governors.

1. Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). This plan is based on the DfE advice on the Equality Act 2010.

The board of Governors of St. Paul's Catholic Primary School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Learning & Achievement Committee of the board of Governors. The plan below sets out the Governors' proposals for increasing access to education for disabled pupils.

Office use only:

Date of Adoption:	09.02.2021	Date of Review:	SUMMER 2024
Author:	J.MUDHURAPANTULA	Committee responsible for Review:	FGB
Version:	1.0		

2. Disability

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – (DDA definition of disability)

St. Paul's Catholic School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

3. Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Leadership and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted inspectors upon request.

ACCESSIBILITY PLAN

	Timescale	Objective	What	Who/How	When	Outcome	Completed
1	Every Half Term	To ensure all teachers are following SEND policy in the light of current needs	All teachers need to ensure that they are using appropriate visual learning tools/colours	Monitor by SENCO	Ongoing	Continual CDP training or staff in order to removal all barriers to learning.	On going as needs of children in each class change – Working document looked at by Senco each half term at least
2	At point of recruitment, when changes happen, DSE Assessments yearly and appraisals.	Ensure compliance with DDA and code of practice	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plans shared with personnel	Staff and governors meetings	Ongoing	All personnel aware of requirements and obligations	Yearly
3	Between half term and a Term	Greater awareness of and confidence in dealing with	Identify areas where knowledge and skills base needs to be extended	More highly trained staff in this area	Ongoing	Better access to the curriculum for all children	Training available when required Some staff trained in

Office use only:

Date of Adoption:	09.02.2021	Date of Review:	SUMMER 2024
Author:	J.MUDHURAPANTULA	Committee responsible for Review:	FGB
Version:	1.0		

		pupils with SEND amongst teachers					team teach. For the future- all staff to be trained
4	ongoing	To ensure that both areas inside and outside conform to the H& S guidelines	To assess any high-risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level.	LA, SBM, H&S representative, Headteacher, staff, caretaker and governors to carry out risk assessments	Termly	All risk assessments carried out so far, this is ongoing as it is responding to particular needs as and when they arise e.g. risk assessment personal plans. H&S Audit completed and achieved.	Reviewed when required, if not annually.
5	On- going	All Children and adults can access the upstairs classrooms	Use of lift Ensure maintained regularly	SBM Caretaker	Bi- Annually	All children and adults can access the upstairs working spaces	Individual RA put in place as and when required
6	Termly- As and when required	Training for staff on differentiating the needs of the children with impairments	SENCO to investigate what areas of training are required.	HT & SENCO to carry out or arrange relevant training	When required	All personnel are trained in the relevant areas.	Link to outside agency when required
7	Annual	To update and review the accessibility plan on an annual basis	Carry out an audit of the plan	Review plan and liaise with HT & SENCO for an update on current children with disabilities	Spring term/Summer term	Plan Review Annually	I can do this with Nuala in spring term/summer term (BA is the only 1 I'm aware of)
8	Annual	To ensure that there are adequate disabled parking spaces	Two spaces marked and designated for disabled parking	Office staff to monitor	ongoing	Access for all staff and children who need to be driven into school	If demand increases, this will be reviewed, and additional spaces allocated
9	Termly- As and when required	To improve provision for disabled and children with visual and	Liaise with the appropriate outside agencies to seek advice and guidance	SENCO to liaise with agencies and feed back to relevant staff	Ongoing	Disabled children to have equal access to curriculum and school life.	As and when this is needed- in contact with the agency regarding 1

Office use only:

Date of Adoption:	09.02.2021	Date of Review:	SUMMER 2024
Author:	J.MUDHURAPANTULA	Committee responsible for Review:	FGB
Version:	1.0		

		hearing problems.					child
10	Ongoing	Monitor disabled toilet facilities	To enable children to be cleaned after toileting and appropriate facilities for disabled visitors	SBM, SENCO	Ongoing	Disabled toilet floor kept free of objects e.g. mop and bucket	Completed and ongoing
11	Ongoing and Yearly	To ensure that all children regardless of any physical or mental impairment have full access to an appropriate curriculum.	Curriculum in accordance with School Policy and successful intervention.	Class teacher to ensure that differentiation is in place in accordance with SEN policy and HT/Senco to monitor intervention. Training for all staff in effective differentiation and relevant staff for support programmes are identified and booked as and when needed	Ongoing	HT & SENCO to monitor and obtain appropriate evidence	SEN walk with SEN governor once a year to be in place. Senco monitors interventions in each class/year group and reports to HT/Sen Governor
12	On going	To ensure every child can access shelves in the library	Books will be at a level where they are accessible to all children	Headteacher, SBM, Deputy, SENCo	2017	All children have access to age-appropriate books	If needs reviewing for a particular child, changes can be put in place and reviewed.