

St Paul's Church of England Primary School

Accessibility Policy and Action Plan



Adopted by LGB – June 2023

Review schedule- Every year

Next review- Summer 2024

School Vision

At St Paul's, we will nurture and inspire all children to enjoy a life-long journey of discovery and friendship. Through God's love and Jesus' teachings, our school community will support each child to flourish as curious, compassionate and resilient citizens with a love of learning.

"Start children off on the way they should go, and even when they are old they will not turn from it."

Proverbs 22:6

Introduction

In order to fulfil this vision, the Governing Body have agreed this accessibility plan.

When formulating this plan we have taken account of the DfE's advice on the Equality Act 2010, along with guidance from Leicestershire Local Authority.

This plan has strong links with our SEND Policy, Safeguarding Policy, Medicines Policy and our SEND Report. All are available on the school website.

Aims

- To increase the extent to which pupils with disabilities can participate in all aspects of the curriculum
- To improve the school's physical environment to enable pupils with disabilities to take better advantage of the education, benefits and services provided
- To improve how effectively staff with disabilities can perform their roles
- To improve the availability of information for pupils, parents and visitors with disabilities.

School Buildings and Site

The first part of our school building (now the Y3/4 classrooms) was built in 1960s. The remaining central and hall areas were added in the 1970s. Further additions have been made during subsequent decades and also remodeling of the internal spaces. These have complied with the building regulations at the time of construction. The mobile classrooms were introduced in 1995, when the school retained its Y6 pupils for the first time. The last addition was the Reception classroom and outdoor areas, built in 2010.

A disabled parking space is provided in the school's car park. There is a ramp and handrail down to the front entrance of school. At the rear of school, there is another ramp and hand rail, up to the Reception and Y1 class entrances. There is a 2-class mobile unit with 2-step access at the rear.

Internally, the school has an accessible toilet, with a shower and changing facilities. There are internal steps up to the Y3 & Y4 classrooms and down to the hall. A portable ramp is available. Building and maintenance is carried out by Leicestershire LA. The school has a premises officer, with up-to-date training.

Monitoring

The local Governing Body, will undertake an accessibility audit regularly, at least every 3 years. Audits, risk assessments and adjustments to the plan should also be made whenever a child or adult within the school's community presents with a specific need.

The governor with responsibility for 'Vulnerable Groups', will be involved in the implementation and monitoring of this plan.

Completed actions since last review

- Hand rails fitted to both sides of the hall steps
- Two saddle stools purchased to enable two members of staff with mobility issues, to work with children comfortably
- Decision made to continue to allow children to come in PE kits on PE days, rather than changing in school

The action plan set out on the next pages, is organized into short (Autumn Term), medium (1 year) and long-term (2-3 years) objectives/targets. Actions marked **(R)**, will be recurring over the 3 year cycle.

Current Action Plan

	Targets	Actions	Timescale	Monitoring	Success criteria
Short Term	<ul style="list-style-type: none"> • To ensure provision is in place for needs emerging in EYFS within the first month. (R) 	Review staffing for first term in the light of any emerging need within reception class	By Oct	EYFS Lead	EYFS children have settled in and are following routines well.
	<ul style="list-style-type: none"> • To ensure that new and existing staff are well supported to be able to perform their roles effectively. (R) 	Assess needs of any new or existing staff, including any mental health or wellbeing problems. Take action to remedy any issues.	By Oct	SLT	All staff can perform their role effectively.
	<ul style="list-style-type: none"> • To ensure appropriate risk assessments are in place. 	Review EYFS room's risk assessment.	By Sept	EYFS Lead	Risks within all classrooms have been identified and mitigated against.
	<ul style="list-style-type: none"> • To ensure policies reflect up-to-date guidelines. (R) 	Review related policies, in-line with GB schedule, particularly Safeguarding/Child Protection and SEND.	By ½ term	GB	Policies are in-date. Correct procedures are being followed by staff.
	<ul style="list-style-type: none"> • To ensure that all staff have an over-view of the needs of children with Autistic spectrum disorder or traits 	Hold whole-school training for all staff	By Christmas	SLT	All children with ASD or ASD traits are well-supported in school.
	<ul style="list-style-type: none"> • Areas for development are identified. (R) 	Carry out actions from H & S audit of school buildings and grounds with LCC,	By Christmas	GB	Work has been carried out with minimal impact on school life.

Medium Term	<ul style="list-style-type: none"> To ensure thoroughfares are clear of bags/coats. 	Install new coat pegs in classrooms as necessary.	By Jan	HT	Children have sufficient pegs for their needs.
	<ul style="list-style-type: none"> To enable all children to learn well. (R) 	Purchase any resources specific to children with additional needs.	By Jan	SENDCo	All children are making progress.
	<ul style="list-style-type: none"> To ensure that the daily mile track is fit for purpose. 	Arrange routine maintenance and mark any dips/hollows or bumps.	By Jan	HT	Daily mile track is safe to be used.
	<ul style="list-style-type: none"> To ensure all classrooms are accessible. 	Review other classroom risk assessments.	By Feb	HT, H&S Gov	Children/ staff with additional needs are able to stay safe and follow routines well.
	<ul style="list-style-type: none"> To ensure all areas of the school grounds are as accessible as possible. 	Review risk assessments for using areas of the school grounds.	By Easter	HT	All children are able to access whole school field.
	<ul style="list-style-type: none"> To ensure that Y2 and Y6 children can all access SATs materials. 	Apply for SAT materials in larger print or Braille if necessary.	By Easter	HT	All children are appropriately supported during assessments.
	<ul style="list-style-type: none"> To ensure that the paths surrounding school are well-maintained. (R) 	Re-paint any areas of yellow warning paint that have worn off.	By May ½ term	HT	Yellow paint is fresh and visible.
	<ul style="list-style-type: none"> To ensure doors are accessible for children with mobility issues. 	Review the provision for hold-open fire doors or fire-safe door stops.	By Summer term	HT	Doors can be safely held back and still comply with fire regulations.
	<ul style="list-style-type: none"> To ensure needs of new starters are planned for. (R) 	Liaise with pre-school providers and parents to establish the needs of new intake.	By Summer term	EYFS Lead	Additional provision for new starters is in place for end of August.
Long Term	<ul style="list-style-type: none"> To ensure hall is more accessible. 	Consider alternatives to steep ramp/steps at the entrance to the hall.	By Summer	HT	Wheelchair access is improved.
	<ul style="list-style-type: none"> To ensure mobile classrooms are more accessible. 	Consider fitting a ramp to the Y6 classroom rear door, depending on needs within pupil group.	By Summer	HT	The Y3/4 classrooms are more accessible.
	<ul style="list-style-type: none"> To ensure that Y3/4 classrooms are more accessible. 	Consider fitting a lift up to the Y3/4 classrooms, depending on needs within pupil group.	By Summer	HT	The mobile classrooms are more accessible.

