



St. Paulinus Catholic Primary School



"Inspiring all to live, learn and love in the light of Jesus."

(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." *cf* John 8:12)

Accessibility Plan 2021 – 2024

Policy reviewed by Subject Managers : Mrs. J. Cooper
Policy updated by : Mrs. J. Cooper September 2021
Policy review date : September 2024

Signed Date
Headteacher

Temple Road, Dewsbury, West Yorkshire, WF13 3QE

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017



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Mission Statement

"Inspiring all to live, learn and love in the light of Jesus"

The Governors and Staff of St. Paulinus Primary School, Dewsbury commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for every child in the school, according to their needs and affirming their achievements.

1. Introduction:

At St Paulinus Catholic Primary school we welcome everybody into our community. We aim to provide a fully inclusive environment where all children are valued and offered the best education possible, regardless of race, age, gender, disability or ability. We have a whole school approach towards special educational needs and disability (SEND) policy and practice in which every teacher is a teacher of all children, including those with special educational needs and disability (SEND).

We believe that every child is special and has different needs. We aim to meet these needs effectively by offering a broad and balanced curriculum and, as far as practically possible, teach children in mainstream classes under the National Curriculum. Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop their individual targets where appropriate and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

At St. Paulinus, we believe that a partnership with parents and external agencies plays a key role in enabling children with SEND to achieve their full potential by fostering a safe, caring and stimulating environment which supports children with SEND to:

- achieve their potential



- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

This policy complies with the statutory requirements in the SEND Code of Practice (2014) and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the SEND Code of Practice 2014, this policy has been developed and shared with:

- Staff
- SENDCo (Mrs Jo Cooper), National SENCO Award 2019
- Governing Body
- SEND Governor – Mrs Mary Mochrie
- Parents and families

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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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.



ACCESSIBILITY PLAN 2021 - 2024

3. Action plan

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

Targets	Strategies	Outcome	Timeframe	Evaluation
Equality and Inclusion				
Accessibility Plan becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	
Training to raise awareness of equality and disability issues.	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues related to access.	On-going	
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access, in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	On-going	
Physical Environment				
School is aware of the access needs of disabled children, staff and parent/carers. School staff are better aware of access issues.	Include access plans for individual disabled children as part of the person centred planning process, when and where necessary. During summer term transition meetings teachers share access issues with regards to parents.	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and governors in their commitment to meet access needs. All parents able to fully access all school activities.	As and when necessary.	



Targets	Strategies	Outcome	Timeframe	Evaluation
Where possible areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Headteacher, SENDCo and site manager to audit accessibility of school buildings and grounds. Governors Premises Committee to check accessibility and then produce an Action Plan based on findings.	Any modifications required will be made to the school building and grounds that are needed to facilitate ease of access for all.	On-going	
Curriculum				
Continue training for teachers and support staff on current and relevant aspects of SEND.	Review the needs of children with specific needs, provide all relevant training. Continue to share good practice.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	On-going	
All out of school activities are planned to ensure, where reasonable, inclusion of all pupils.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.	On-going	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Training and specialists all support teachers in organising classroom environment.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. Seating arrangements and equipment are considered where necessary and included in a child's plan, APDR, Support Plan	Reviewed annually On-going	



Targets	Strategies	Outcome	Timeframe	Evaluation
Access arrangements to meet individual's needs when taking tests etc., will be applied for and support provided when required.	SENDCo / Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.	On-going	
Written / Other Information				
Make available school brochures, school newsletters and other information for parents / carers in alternative formats.	Review all current school publications and promote the availability in different formats for those who require it.	The school will be able to provide written information in different formats when required for individual purposes.	On-going	

4. Monitoring arrangements

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

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and Disability (SEN) information report
- Supporting pupils with medical conditions policy