



# St Paul's Church of England Primary School Accessibility Plan

**Adopted by: Resources: Personnel, Finance and Premises**

**On: 7<sup>th</sup> June 2016**

**Review: Summer 2019**

## 1. AIMS & LEGISLATIVE BASIS

The governors of St Paul's CE Primary School recognise their duty under the 2010 Equality Act schools to have an accessibility plan in place aimed at improving provision for disabled pupils.

This plan sets out to address the following three areas:

1. Increasing access to the curriculum for pupils with a disability
2. Improving and maintaining access to the physical environment
3. Improving the delivery of written information to pupils

The school's values and aims reflect our statutory obligations through our motto, ***Caring for all...growing with God.*** Inclusion of all is at the heart of our work. Every child and adult is valued recognising their own unique qualities.

## 2. DEFINITIONS

In the 2010 Equality Act a disability is defined as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

## 3. IMPROVING ACCESS TO THE CURRICULUM

The school tailors curriculum provision to the individual needs of pupils with a disability. We use the following procedures to identify needs and identify effective provision resources:

- **Admission.** Where a pupil with a disability is admitted to the school, the SENCO or senior staff liaise closely with the parents, any previous setting and other professionals to identify specific needs and strategies already in place to support needs.
- **Professional support and training.** The school makes active use of the SENSS team within the borough as well as other specialist professionals to identify curriculum resources and to access training and support. The school often provides whole staff training to 'up skill' all staff in meeting the needs of disabled pupils.

- **Deployment of additional adult support.** The school deploys additional staff according to the needs of pupils in each cohort. Additional adult support alongside specialist resources improves access to the curriculum.
- **Use of specific aids and resources.** Staff use specific accessibility resources, such as hearing loop apparatus, to support pupils for whom specific aids are available.
- **Application for additional funding and support.** Where appropriate, the SENCO will apply for an EHCP or other funding source to support a pupil's access to the curriculum.

The school makes an individual assessment for each pupil with a disability, working closely with parents and other professionals to devise an individual plan.

#### **4. IMPROVING AND MAINTAINING ACCESS TO PHYSICAL ENVIRONMENT**

##### **4.1 SCHOOL CONTEXT**

St Paul's is a growing school, officially two-forms of entry since September 2015. It currently has just over 300 pupils and will expand to capacity of 446 pupils by September 2020. The school became split-site in September 2015. The original school site, St Paul's Site, is a late Victorian school building with later in-fill additions. The second site is a 1930s, listed building, originally built as a health centre.

In August 2013 the St Paul's Site suffered a major fire. Following a complete refurbishment the building was re-opened in September 2014. The rebuilding of the St Paul's Site and the refurbishment of the Alexandra House site have enabled us to improve access in the physical environment.

An individual assessment is made in regards to physical access for pupils with a disability. Reasonable adaptation and changes to procedure are made to provide physical access.

##### **4.2 Access at St Paul's Site**

The St Paul's site is essentially a single storey building. There is a mezzanine staff room, an office and a small group room. All these facilities are repeated at ground level and room usage is flexible to permit this. There are a number of corridors. They are broad, with double door separation for fire safety. Many essential doors have fire-alarm operated door stops to facilitate access. There are no lifts on the site. There is ramp (step free) access to the nursery building, the main office entrance and the junior playground entrance. From this ramp access, the majority of the site is accessible. There is ramp access to the rear, Reception class playground.

There is a designated disabled toilet at by the main school office. All other toilets are cubicle style. There is the potential for some adaptation to the junior toilet block.

Following the fire, the colour schemes across the school have been standardised, using white and grey. Power points and other electrical/data points are now colour contrasted to support the visually impaired.

The school has an audible and flashing fire alarm system. Evacuation signage is clear – green on white. The school has specific arrangements for pupils with restricted mobility or hearing impairment for evacuation.

#### **4.3 Access at Alexandra House Site**

The Alexandra House Site is also essentially a single storey building. There is a staffroom, a staff kitchen, a staff toilet and two offices on the first floor of the building. All these facilities can also be provided on the ground floor. There is a single central corridor. It has a single double door separator which is held back on a fire-alarm release system to permit easier access. The corridor has a number of right angle turns, but it is sufficiently broad to allow a wheelchair, walking frame or other aid to manoeuvre. There are no lifts on the site. There is step free access to the site through the main entrance. This permits access to the school building. Access to the playground is also step free via a magnetic locked gate next to the main entrance.

There is a designated disabled toilet in the middle of the school building. All other toilets are single cubicle style.

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The school has an audible and flashing fire alarm system. Evacuation signage is clear – green on white. The school has specific arrangements for pupils with restricted mobility or hearing impairment for evacuation.

The external spaces on both sites are lit in hours of darkness. External Steps are marked with white/yellow edge painting.

Internal lighting is generally provided by fluorescent tube lighting. There are some areas where lighting needs upgrading on the St Paul's Site and the school is working to address this.

#### **4.4 Flexibility to Allow Access**

The buildings that the school operates out of present some limitations in permitting access, to mitigate against this the school takes a flexible approach to room use and allocation each year. An example of this would be a pupil currently in the school with limited mobility. When this pupils cohort moves up a class, the classrooms will remain the same, with the teachers and resources being moved to provide education in the best location within the school for the pupil.

### **5. Improving the delivery of written information to pupils**

The school uses a range of strategies to support this aim. In many classes there are individual iPads, which have a range of accessibility resources. There is also a set of dedicated SEND iPads. We use enlarged text, specific coloured backgrounds and adult in addition to support this aim.

## **6. Action Planning**

Developing and improving the school against the three aims of this policy is achieved by auditing current provision and creating an action plan. This activity is undertaken at the same time as the school's health and safety audit.