



St. Paul's Dorking

Church of England (Aided) Primary School

Accessibility Plan

Policy date: January 2024

Review date: January 2027

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The current plan can be found at the end of this document.

At St Paul's CE Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the school's Equality Plan. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

St Paul's CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe; Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- SEND Policy
- SEND Behaviour Policy
- Supporting Children with Medical Needs
- Safeguarding

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Learning committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Aims

Our school aims to serve its community by providing an education of the highest quality for children of all faiths and none, within the context of Christian belief and practice. We promote Christian values through the experience we offer to all our pupils and encourage an understanding of the meaning and significance of faith.

Our School Values are as follows:

Trust

“When I am afraid, I put my trust in you” Psalm 56:3

The Christian message is that God can be trusted - we can put our faith in him and confidently rely on him to have our best interests at heart. Trust must be at the core of every healthy team and community: it means we can feel safe. At St Paul’s school we learn how to earn the trust of others, how to be trusting and secure in our relationships, and how to rebuild trust when it is broken.

Respect

“Show respect to all people” 1 Peter 2:17

Because we believe that God created all people with equal worth and the highest value, we respect everyone equally. This means that it is important that we are polite, kind, and appreciate each other. We encourage everyone to have respect for themselves, show dignity to all others, and care for our environment.

Perseverance

“I can do all things through Christ who strengthens me” Philippians 4:13

Because we believe that God helps us to grow, especially through challenges, we value perseverance. We have a vision for everyone at St Paul’s being lifelong learners; trying their best, enduring in tough times, being open to new experiences. In order to flourish, we aim to support every child with the diverse challenges of everyday life.

Hope

“May your unfailing love be with us, Lord, even as we put our hope in you.” Psalm 33:22

We believe that God never gives up on us, his forgiveness is a gift and He gives us hope for the future. This means that at St Paul’s obstacles and wrongdoing do not have the last word, and good things can come from any bad situation. We seek to be a community of hope and aspiration that inspires and motivates every child to live their life to the full.

Compassion

“All of you - be like-minded, be sympathetic, love one another, be compassionate and humble.” 1 Peter 3:8

Christians believe that compassion means ‘to suffer with’ and we learn compassion from Jesus, the suffering Saviour. Within our school we value compassion as it builds empathy, allowing us to connect with others sensitively and with understanding. When we learn how to give and receive compassion, everyone is able to grow.

Wisdom

“Respect for the Lord is the beginning of wisdom.” Proverbs 9:10

We believe that educating children to be wise is more important than teaching them to be clever. Wise people are discerning, they understand right from wrong and with integrity make God-honouring choices. We pursue wisdom through nurturing a deep understanding of self, family, community, the world and God.

The specific aims of our Accessibility Plan are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment.

Access Audit

The school is a single storey building with wide corridors and several access points from outside. There are ramps to enable disabled access to all of our buildings. The hall is on the ground floor and is accessible to all. On-site car parking for staff and visitor includes ‘reserved’ parking bays upon request. All entrances to the school are either flat or ramped and all have wide doors fitted. There are two disabled toilet facilities on the school site. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| To liaise with pre-schools to review potential intake for each September. | To identify pupils who may need additional or different provision upon starting school | June of each year | YR Leader SENCo | Procedures, equipment, ideas in place by the September, as required |
| To establish close liaison with parents. | To ensure collaboration and sharing between school and families | Ongoing | HT / DHT SENCo All teachers | Clear collaborative working approach |
| To establish close liaison with outside agencies for pupils with ongoing health needs (e.g. children with severe asthma, mobility issues). | To ensure collaboration between all key personnel | Ongoing | HT / DHT SENCo / All teachers / office staff /Outside agencies | Clear collaborative working approach School continues to maintain our 'Asthma Friendly School' status |
| To ensure full access to the curriculum for all children. | CPD for staff and: • An adapted curriculum with alternatives offered. • A range of support staff including trained teaching assistants • Specific equipment sourced | Ongoing | Teachers SENCo | Advice taken and strategies evident in classroom practice. All children (e.g. Neuro diverse) supported and accessing curriculum. |

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| | from occupational therapy as required | | | |
| To review attainment and progress of all SEND pupils. | SENCO/Class teacher meetings Pupil progress meetings. Regular liaison with parents | Termly | Class teachers SENCo | Specific SEND parents evenings (20 mins per pupil per term) Individual Pathway Plan reviewed and co-authored with parents Provision mapping shows clear steps and progress made. |
| To promote the involvement of disabled students in classroom discussions & activities. To take account of variety of learning styles when teaching. | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) (i) Wheelchair access (ii) Giving alternatives to enable pupils with any disability to participate successfully in lessons (iii) Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. | Ongoing | Whole school approach | Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school. |

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils and other disabled members of our school community can fully engage with our school, education and associated services.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| Improve physical environment of school environment. | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | Ongoing | School Business Manager / Premises Manager | Enabling needs to be met where possible. |
| Ensure visually stimulating environment for all children | Displays in classrooms facilitate retrieval and consolidation. Staff are mindful of cognitive overload | Ongoing | Teachers | Inviting and beneficial learning environment maintained. |
| Ensuring all with a disability are able to be involved. | (i) Individual health care plans for those children with a specific health care needs (ii) Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. | When required | HT SENCo | All children with additional medical needs have a health care plane that is annually reviewed Up to date Asthma register for both children and staff, with all stakeholders aware of needs |
| Improve school physical environment | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and | Ongoing | School Business Manager / Premises manager | Enabling needs to be met where possible Sound and audio systems used to enhance provision for all. |

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| | premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. The school has an excellent audio/visual system in the hall to enable excellent audio and visual opportunities | | | |
| Ensuring disabled parents have every opportunity to be involved. | Utilise designated parking spaces for disabled to drop off & collect children. | Ongoing | Whole school team | Disabled bays are made available for parents with a disability |
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed. | With immediate effect to be constantly reviewed | HT SENCo Class teachers | Individual Health Plans are in place and reviewed regularly. |
| Continue to develop playgrounds and facilities. | Look for funding opportunities/FOSPA funding | Ongoing | Whole school approach | Inclusive child friendly play areas. |
| To ensure driveway, roads, paths around school are as safe as possible | Regular site H and S checks / recording of near misses as well as accidents | Ongoing | SBM / Premises manager / HT | The site remains safe and any accidents or near misses inform future decision making |