



St Pauls Church of England Primary School

Leamington Spa



DIOCESE
OF COVENTRY
Warwickshire
County Council



ACCESSIBILITY PLAN

1 Vision Statement:

- 1.1 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".
- 1.2 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.
- 1.3 The Accessibility Plan is listed as a statutory document of the Department for three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Paul's C of E Primary School, the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

2 Aims and Objectives

- 2.1 At St Paul's C of E 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.
- 2.2 The Accessibility Plan is structured to complement and support the school's Equality Objectives which can be found within the school's Equality and Diversity Policy, a review of these objectives and will be published on the school website annually.

- 2.3 St Paul's C of E 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.
- 2.4 The St Paul's C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame 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 all 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 **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 time frame;
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.
- 2.5 The St Paul's C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 2.6 Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 2.7 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Equality Statement and Policy
 - Health & Safety Policy
 - Special Educational Needs and Disability Policy
 - Recognising & Supporting Behaviour Policy

- 2.8 The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 2.9 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 2.10 The Accessibility Plan detailing the actions that will be taken is found in the following sections of this document.

Access to the Curriculum – Action Plan				
Target	Tasks	Responsibility	Timescale	Monitoring
Termly learning support meetings to take place to assess and address pupil needs.	- Meetings to take place with teachers and parents at least termly. - Provision maps to be collected by SENCo to ensure intervention is being delivered. - Staff to bring outcomes of intervention to termly IEP meetings.	SLT Class Teachers	Termly	Intervention maps cross checked with provision listed on IEPs.
Training for teachers and support staff on delivering the curriculum at the appropriate stage ensuring all learners have the opportunity to achieve	- Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement through SEND policy. - Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Support staff able to work with increased knowledge of specific needs	SENCO SLT	Ongoing programme of training – respond to needs of individual children	Learning walks Book trawls TA/Staff questionnaire
Staff trained to meet individual medical needs of pupils where applicable.	-Training organised to support medical conditions in school as appropriate.	SLT SENCO	Ongoing programme of training to meet the medical needs of individual children	Training is undertaken by key staff

	- Ensure medical equipment is up to date and in good working condition			
All out-of-school activities are planned to ensure the participation of the whole range of pupils (including planning of transport)	- Audit participation in extracurricular activities and identify any barriers. - Ensure school activities are accessible to all students. - Investigate TA flexibility to cover extra-curricular activities if needed. - Ensure staff are trained on planning trips to accommodate access arrangements.	SLT Class teachers	On-going	Audit participation in extracurricular activities and identify any barriers
Classrooms are optimally organised to promote the participation and independence of all pupils	-Deliver training on using InPrint 4 software to necessary staff -Ensure all classes have access to manipulatives to support numeracy -Revisit Communication Friendly Classrooms training - Visual timetables actively used in all classrooms (whole class and individual) - Now/Next used for individual children, where appropriate.	Class teachers SENCO (with support of STS) Maths Leaders	Summer 1 2026	Audit how communication friendly classrooms

Access to the Physical Environment – action plan				
Target	Responsibility?	Outcomes/Success Criteria	Timescale	Monitoring
Improve signage at the front of the school	Head teacher Caretaker	It is clear to parents and visitors where the Reception area is	Summer 2026	Head teacher to monitor
Ensure car park and side of building are appropriately lit.	Head teacher Caretaker	Lighting in all areas of car park and front of school is sufficient	Summer 2026	Head teacher to monitor
Ensure every area of the school has wheelchair access	Head teacher SENCo	All routes around the school will be wheelchair accessible Builders to check raised area near blue gate at front of school	Summer 2026	Head teacher/SENCo to liaise with builders to ensure area is level

Access to information – action plan				
Target	Responsibility	Outcomes/Success Criteria	Timescale	Monitoring
Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print - Use of coloured overlays	Headteacher School Office Staff	Information is available in different formats.	Ongoing	Ensure access to different formats as appropriate
Ensure signage is suitable for non-readers, it should be clear and well situated InPrint visuals to signpost key areas	SLT SENCo	All signage can be viewed and understood by all	Summer 2026	Head teacher/SENCo to monitor