

Accessibility Plan for St. Paul's Church of England Primary School

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability 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.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

The school has already provided:

- training and support for Teaching Assistants in supporting children on the autistic spectrum
- specialist equipment for autistic children
- specialist assessment and support for dyslexic pupils
- specialist teaching resources for those with learning difficulties
- speech and language therapy for those with speech, language and communication skills

During 2017-20 the school plans to:

- Ensure that provision is made for children with disabilities in all trips (including residential) undertaken by the school
- Provide further training for Teaching Assistants to support children with social communication difficulties in the playground
- Provide specific training for staff in managing children with complex needs, particularly in the early years of school
- Provide laptop computers where indicated for children with severe special educational needs where recommended by specialist professionals

Access to the Physical Environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community

The school has already:

- Ensured that all staircases have secure, easy to grip hand rails.
- Provided disabled access to the ground floor by installing a ramp to the main school entrance

School name

- Installed a disabled toilet and shower in the Art Block

During the 2017-20 the school plans to:

- Investigate impact of layout, environment and lighting on children with ASD or other additional need.
- Review and improve, where necessary, signage for people with a visual impairment

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability

The school has already:

- Liaised with the Southwark Autism Team, to provide specific targeted training for Teaching Assistants working with pupils with autism
- Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities
-

During the 2017-20 the school plans to:

- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

School name

Access to the Curriculum 2017-2020				
Area	Current Barrier	Objective	Actions	Time-Scale
ICT	Specialist ICT hardware and software is not always accessible for pupils with a disability	To ensure that all pupils have access to appropriate equipment and software for their needs	To purchase suitable hardware e.g. keyboards / laptops and appropriate software to support the needs of pupils with a visual impairment	From Autumn term 2017
School trips	Some school trips may not always be suitable for pupils with disabilities	Ensure that consideration has been given to pupils with disabilities	To plan school trips which include all pupils and that a pre-trip visit includes careful consideration of provision for pupils in the class with disabilities.	When planning all school trips
Playground	Children with SEND are more likely to engage in behaviours that transgress our Behaviour Policy	To reduce the incidence of problematic behaviour	Train support staff to manage playground behaviour. SLT to assess flashpoint situations and reorganise school systems where necessary	From Autumn 2017

School name

Access to the physical environment

Area	Current barrier	Objective	Actions	Timescale
Classrooms and corridors	Children with ASD may find aspects of the environment affect their ability to learn	Identify and seek to address those barriers to learning	Investigate the impact of layout, environment and lighting on children with ASD or other additional need.	Summer term 2018
All school	Some signage may be difficult for people with a visual impairment to read	Improve visibility of signage	Review and improve, where necessary, signage for people with a visual impairment	Immediate

School name

Access to Information 2017-2020

Area	Current Barrier	Objective	Actions	Time-Scale
Website	Not all parents appear to be able to access information on the school website.	To identify what the barriers are and seek to remove them	Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate	Spring Term 2018