

# St Paul's Infant School

## Accessibility Policy



**Approved by:**

Miss J Oakley and  
Mrs S Aldridge

**Date:** 11.10.23

**Next review due by:**

11/10/2026

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### 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

St Paul's Infant School is an inclusive school with a focus on celebrating all differences and unique characteristics. The school is very diverse with many children attending from differing cultures, religions, languages and needs. We aim to educate children in these areas to enhance their understanding of the world and teach children how to live with one another in harmony and peace as society incorporates all these differences. At St Paul's Infant School, there is a high proportion of children with learning needs ranging from mild to severe. Children at the school accept their peers' challenges and are supportive of each other. The nurturing school ethos allows children to be included in education and adaptations are put in place to ensure all can thrive in their learning environment. If support is required, it is actioned quickly to ensure the learning environment is a positive experience for all where every individual can be the best they can be.

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.

The school supports any available partnerships to develop and implement the plan.

St Paul's Infant School has recently entered into a Federation with North Borough Junior School. We work together to ensure aligned beliefs and partnerships in our practice to ensure accessibility for all children across both schools.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Our school offers a differentiated curriculum for all pupils. Teachers adapt the curriculum planning to ensure all children’s needs are met within the classroom.</li> <li><input type="checkbox"/> We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li><input type="checkbox"/> Curriculum resources include examples of people with disabilities.</li> <li><input type="checkbox"/> Curriculum progress is tracked for all pupils, including those with a disability.</li> <li><input type="checkbox"/> High expectations are set for all pupils.</li> </ul>	<p>All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.</p> <p>Lessons provide opportunities for all pupils to achieve.</p> <p>All members of staff recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired</p>	<p>There is always a need for continuing professional development, and auditing of existing procedures.</p> <p>Subject leaders regularly review the curriculum to ensure it meets the needs of all pupils.</p>	<p>SENCO SLT</p> <p>Subject Leaders</p>	<p>Reviewed termly</p>	<p>Children of all attainment levels have access to a broad and balanced curriculum.</p> <p>Adaptations are made for children with physical disabilities to ensure they are in a learning environment inclusive to all.</p> <p>Children have access to a range of equipment to support them with their needs. At St Paul’s this includes hearing impairment equipment, access to a range of technology including laptops, IPADS, voice</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The curriculum is reviewed regularly to make sure it meets the needs of all pupils.</li> <li><input type="checkbox"/> School visits are made accessible to all pupils irrespective of attainment or impairment.</li> <li><input type="checkbox"/> All staff have high expectations for all pupils.</li> </ul>	<p>pupils, slow writing speed for dyslexic pupils.</p> <p>All members of staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.</p>				<p>recording equipment etc.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ramps to some classrooms via back entrances</li> <li><input type="checkbox"/> Corridor width</li> <li><input type="checkbox"/> Disabled parking bays</li> <li><input type="checkbox"/> Accessible toilets and changing facilities</li> <li><input type="checkbox"/> Children's pegs at accessible heights</li> <li><input type="checkbox"/> Provision of furniture appropriate to physical needs. This is either bought by the school, or provided by OT</li> </ul>	<p>Classrooms are organised well for disabled pupils to allow access to the learning environment.</p> <p>Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot participate in all forms of physical education</p>	<p>Classrooms are organised to allow for maximum flexibility.</p> <p>This is reviewed when a child with a new disability enters NBS.</p> <p>Through the development of individual programs, such pupils would be given appropriate and engaging alternatives to activities they are unable to access</p>	<p>SENCO</p>	<p>Reviewed termly</p>	<p>All children can access the physical learning environment at St Paul's .</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Internal signage</li> <li><input type="checkbox"/> Large print resources</li> <li><input type="checkbox"/> Braille</li> <li><input type="checkbox"/> Induction loops and Hearing ALD devices</li> <li><input type="checkbox"/> Pictorial or symbolic representations (Communicate in Print)</li> <li><input type="checkbox"/> Makaton</li> </ul>	<p>To review the support and resources in place to support children in the classroom.</p>	<p>Regularly monitoring of in class support.</p>	<p>SLT</p>	<p>Termly</p>	<p>All children can access the same learning in the classroom as age-related peers. Resources are adapted to meet the needs of each individual pupil.</p>

#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by St Paul's and Northborough Federation Governing body, the Head Teacher, Julie Oakley and Deputy Head Teacher Sarah Aldridge .

It will be approved by St Paul's and North Borough Federation Governing Body, the Headteacher, Miss Oakley and Deputy Head Teacher Mrs Aldridge.

#### 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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- SEND Policy