



St Helen's CE Primary School

Accessibility Plan 2023 - 2027





Accessibility Plan

Vision

Our school, together with family, church and community, offers a stable rock for learning, resilience and aspiration as we travel through life.

We commit to create a dynamic environment, with Christian values at the heart, where the unique nature of each individual is respected and nurtured to enable life in all its fullness.

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act (DDA) 1995 and have been replicated in the Equality Act 2010. Part 5a of the DDA 1995 requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan sets out how the Governing Body will improve equality of opportunity for disabled people. We have due regard to the SEN Code of Practice 2014 and the Equality Act 2010.

The Governing Body has three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils.

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to 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.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This access plan incorporates the school's intention to ensure full access for disabled pupils.

According to the Equality Act 2010 a "disability" is defined as:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

St Helen's is committed to equal opportunities and inclusion.

This strategy should be considered alongside the following:

- Special Educational Needs and Disability (SEND) Policy
- SEND Local Offer

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with Special Educational Needs and Disabilities. Working with the Local Authority and Educational Psychology Service, the SENDCo ensures additional resources are available where appropriate.

The school works closely with specialist services including:

- Wakefield Sensory Impairment Team
- Educational Psychology
- Social and Emotional Mental Health Team
- Communication Interaction and Access Team
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy

Improving access to the physical environment of the school

This covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by St Paul's.

Ofsted Report – February 2023

“Support for pupils who have additional needs is well planned. Leaders are nimble and quick to adapt to the needs of their children. They ensure there is no lost learning when specific support takes place away from the whole class. Communication of pupils' needs to appropriate staff is efficient. Staff who work with pupils regularly, appreciate being well-informed about their needs. Leaders welcome suggestions and feedback from staff in relation to pupils with special educational needs and/or disabilities. Leaders use the information to inform future planning and support.”



PHYSICAL ACCESS

Action to be taken	Timescale	Success Criteria	Person Responsible
<p>Minimise furniture in all areas to ensure accessibility for all children</p> <p>To be aware of the access needs of disabled children, staff, governors and parents/ carers, including:</p> <ul style="list-style-type: none"> • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and governors can access areas of school used in meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure personal plans are prepared and reviewed if someone at school (pupil or adult) is or becomes physically impaired. 	<p>July 2024</p> <p>As and when required</p>	<p>All areas are accessible to all</p> <p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>Personal Plans are prepared and reviewed as individual needs change</p>	<p>Headteacher</p> <p>SENDCo/Headteacher</p>

CURRICULUM ACCESS

Action to be taken	Timescale	Success Criteria	Person Responsible
<p>Ensure all staff are appropriately trained in:</p> <ul style="list-style-type: none"> • Setting suitable learning challenges • Responding to the diverse needs of pupils and adults • Overcoming potential barriers to learning and assessment for individuals and groups of pupils <p>Ensure they use the above to inform differentiated planning and provision across the school.</p>	<p>Ongoing when new staff are appointed</p> <p>As above</p>	<p>All staff are aware of the needs of children and staff and how they can use this information to provide effective quality first teaching for all.</p>	<p>SENDCo/Headteacher</p>

Ensure that all children and staff who require IT to support their learning have access to the appropriate technology.	Ongoing	All children who require access to technology has a fully working device with appropriate software and this is having a positive impact in lessons.	SENDCo/IT Technician
Ensure there are strong links between feeder Nursery schools and Secondary Schools to ensure smooth transition to and from St Paul's for all children with SEND.	Ongoing	Key staff are aware of the needs of any children and adults and appropriate meetings and training has been undertaken.	SENCo/Reception Teachers/Year 6 Teacher
AET Training for Teachers and TAs about managing Autistic pupils	Summer Term 2024	Teachers and ESAs have increased awareness of children who have attachment difficulties and are able to use suggested strategies effectively.	SENCo

WRITTEN INFORMATION

Action to be taken	Timescale	Success Criteria	Person Responsible
Ensure that there is clear communication between school and parents/carers.	Ongoing	Weekly News is sent on Class Dojo to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate	Headteacher School Office Team
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Annual Questionnaire	Parental opinion is surveyed and action taken appropriately.	Headteacher & Governors