

# St Paul's Church of England Primary School

an academy in the Good Shepherd Trust



## Policy

Policy Title: Accessibility Plan

Effective from: February 2022

Revision date: February 2025

Renewal date: February 2025

## Accessibility Plan

**The aims of our Accessibility Plan are to:**

1. increase the extent to which disabled pupils can participate in the school curriculum
2. improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. improve the availability of accessible information to disabled pupils .

<b>Target</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
1. To improve support for children with disabilities during playtime and lunchtime	(i) Set up a lunchtime club for staff to organise activities including quiet games and target disabled and vulnerable children (ii) Ensure all staff are aware of children who have particular difficulties in playground and at playtime or lunchtime and where required, key adults are timetabled to support them (iii) Enhance social skills provision for identified children	Monitor termly	Inclusion Leader	(i) Activities taking place and targeted children engaging (ii) Staff know which children have difficulties (iii) Termly provision map demonstrates that these provisions are having a positive impact on disabled and vulnerable pupils
2. To ensure that pupils with disabilities are able to participate and succeed in as many school and extra-curricular activities as possible	(i) Risk assessments for school trips and events to ensure that all pupils are able to access all school events (ii) Pupils with disabilities to be prioritized for school clubs and other extra-curricular activities, to ensure that they are able to access as many activities as possible (iii) School activities to be differentiated and adjustments made to ensure that pupils with disabilities are as successful as possible (iv) Inclusion Plan to be reviewed termly to ensure that pupils with disabilities are participating and succeeding in school activities	Monitor termly	Head teacher and Inclusion Leader	All pupils are able to access all school events Pupils with disabilities attend and enjoy school clubs and other extra-curricular activities Pupils with disabilities are successful at school activities Reviewed Inclusion Plan shows that pupils with disabilities are participating and succeeding in school activities
3. To raise awareness amongst all children of needs of disabled children or those children with disabled family members	(i) Wellbeing Lead to ensure that PSHE programme includes a focus on disabilities (ii) Wellbeing Lead to ensure that there are a range of assemblies and/or whole school initiatives each year that focus on different disabilities	Monitor termly	Wellbeing Lead	(i) PSHE programme includes discussion about disabilities. (ii) Children more aware and with greater empathy towards disabled children.

4. To ensure that access to school buildings and site can meet diverse pupil needs.	(i)On entry or at appropriate time, undertake assessment of needs of individual disabled children. (ii)Plan modifications needed, allocate funding (iii)Implement and monitor to ensure modifications continue to meet identified needs (iv) Carry out risk assessments when needed	On-going	HT SENCO	(i)Needs of disabled children met (ii)Disabled children can take full advantage of education and wider opportunities provided by the school
	(i) Carry out annual review of premises to determine possible actions to improve access to and around the school and site	Annually Summer Term	HT SENCO	Possible priorities identified and costed and included in school development plan as appropriate
5. To ensure that written information meets the needs of disabled children (Aim 3)	(i)On entry or at appropriate time, undertake assessment of needs of individual child regarding provision of information in writing (ii) Plan and make necessary changes and incorporate into IEPs if appropriate (iii)Deliver training to relevant staff (iv)Make all staff aware through newsletter etc.	On-going	Inclusion leader	Needs of individual disabled children met Appropriate adaptations made and contribute to good progress

