



*St. Paul's
C of E
Primary school and Nursery*

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Headteacher: Mrs J Bevan

Accessibility Policy and Plan

Date issued: January 2024

Signed _____

Chair of Governors

Signed _____

Headteacher

Next Review by: January 2025

Accessibility Plan Aims and Rationale

St Paul's C of E Primary School & Nursery through its vision of 'Making a Difference to Everybody,' actively endeavours to treat all its pupils and families fairly with equity, respect and in accordance with the Equality Act 2010.

The purpose of this policy and plan is to:

- Ensure that St Paul's provides an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Ensure the accessibility of provision for all pupils, staff and visitors to the school.
- Improve the accessibility of information to pupils and parent/carers.
- An Accessibility Plan has been drawn up to cover a three-year period. The plan will be updated annually.
- The Accessibility Plan contains relevant actions to:
 - Improve access to the physical environment of the school. This includes making reasonable adjustments to aid access to education.
 - Increase access to the curriculum for pupils with a disability and making reasonable adjustments to the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers learning, the wider curriculum and enrichment opportunities.
 - Improve and make reasonable adjustments to the delivery of information to pupils, parents, staff and visitors with disabilities.

- As we develop and tailor our curriculum to meet the needs of our school community; we will consider any equality objectives or access objectives as required.
- The Action Plan for physical accessibility relates to the Access Audit of the School. The audit will need to be revisited prior to the end of each first three-year plan period in order to consider any changes which will inform the development of a new plan.
- The Accessibility Plan will be published on the school website and will be available in hard copy from the school office upon request.
- The schools' 'Complaints Procedure' covers the Accessibility Policy and Plan.

St Paul's C of E Primary & Nursery School Accessibility Plan 2024-2027

Improving the curriculum access at St Paul's C of E Primary School

Target	Strategy	Outcome	Responsibility
Training for teaching staff on adapting the curriculum to meet the needs of all learners.	Undertake audit of staff training requirements. Provide training for staff from external experts as appropriate.	All teachers are increasingly able to meet the needs of disabled children with regards to accessing the curriculum.	SENCo
Enrichment activities are planned, where reasonable, the participation of a whole range of pupils.	Review the specific needs of pupils with disabilities through their Health Care Plan and ensure enrichment is accessible to all pupils.	All out -of-school activities will be conducted inclusively.	All Staff.

Staff working with pupils are confident to meet the pupil's needs.	Source outside agency support to train and work closely with staff working with pupils.	Staff working with pupils are aware of the relevant issues and feel confident to meet the pupil's needs.	SENCo
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Improve access to the physical environment of the school

Target	Strategy	Outcome	Responsibility
To ensure that driveways, parking and paths around school are accessible for children and adults.	Maintenance of driveways, paths and parking areas to ensure they are free from pot holes, weeds and trip hazards.	Driveways, parking and paths are safely accessible for adults and children.	Premises committee, Governors, SLT.
Ensure all pupils and adults can be safely evacuated.	Pupils with additional needs who are at risk of not being evacuated quickly and safely.	All pupils' requiring a 'Personal Evacuation Plan' have an up-to-date plan which all appropriate parties are familiar with.	SENCo, Fire Marshalls
Establish Personal Emergency Evacuation Plan (PEEP) for pupils	Where a pupil is identified as needing a PEEP, these are formulated in consultation with stakeholders.	All pupils' requiring a 'Personal Evacuation Plan' have an up-to-date plan which all appropriate parties are familiar with.	SLT, Governors

Develop outside learning areas and spaces so that they are accessible to all pupils.	Review accessibility of outside learning areas for pupils; specifically, those with physical disabilities or are visually impaired to enhance accessibility.	Outside learning areas are adapted where appropriate to the needs of visually impaired pupils and pupils with physical disabilities in line with plans produced with the relevant external agencies (e.g mobility officer or Teacher for the Visibly Impaired from the Advisory Teaching Service)	Premises committee, SLT
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Improving the delivery of information to pupils, parents, staff and visitors

Target	Strategy	Outcome	Responsibility
To ensure all parents and carers are able to access information from school with written material available in alternative forms.	Review the current school publications and promote awareness of the services available to convert written materials.	All staff and parents are aware that alternative formats that can be requested. Large print and translated materials will be made available to parents. Parents and staff aware that message can be multi-lingual on Class Dojo. Non- literate parents can have verbal support to ensure they are kept fully informed.	All staff

Review documentation with a view of ensuring accessibility for pupils with visual impairment	Seek advice on alternative formats and the use of IT software to produce customised material.	All information available for all who request it.	SENCo, school office.
Review the communication strategies used to ensure accessibility for staff with hearing impairment.	Get advice from occupational health on reasonable adjustments. Seek advice on IT software which can improve accessibility to communication.	Communication is accessible for all who request it.	Headteacher, school office team.