St. Paul's
Church of England
Primary School

Accessibility Plan

Prepared by: Emily Westlake (SENDCo) January 2025

Approved by: Headteacher and Governing body Date TBD

Review period: 3 years

Review date: January 2028

This Accessibility Statement and Accessibility Plan comply with the Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

An accessibility plan is a plan for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum,
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Equality Act 2010: Schedule 10, Paragraph 3

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school has a policy for pupils with medical conditions.

Special Educational Needs

Some children may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Please refer to school's SEND policy for further information.

Current Situation

Access to Premises and Facilities

No pupil is ever prevented from physically accessing the location of any lesson at St Paul's, Nelson. The school fulfils all duties under the Equality Act 2010. We are always happy to discuss the individual accessibility requirements of pupils, parents or any visitor to the school. Our provision includes, although is not limited to:

- Full wheelchair access to all parts of the building and yards. Adaptations have also been made to allow wheelchair access into Forest School.
- 2 disabled car park spaces are available in the car park with direct access to the main school door, accessed by push pads.
- Disabled toilet and showering facilities are available with related equipment including a changing table and hoist.
- Adapted/specialised furniture is provided to meet individual needs. Furniture is also moveable so that spaces can be adapted as required.
- Space for small group work and individualised work for targeted learners.
- Advice from QTVIs and ToDs, as well as physiotherapists and occupational therapists, is sought and implemented wherever possible, including in relation to the physical space.
- Access issues take priority in adaptations and improvements of the learning environment.
- Some communal spaces are 'clutter-free' to facilitate easy movement around the buildings.
- Staff receive moving and handling training where appropriate.

Information Access

- Visual timetables are displayed for all learners and information is supported by signs/symbols for targeted pupils.
- There is provision of verbal or large print information for targeted pupils.
- Assistive technology such as radio aids is provided for targeted pupils.

Educational Visits

Full access to education, school trips and physical education is provided for all children, with reasonable adjustments being made so that all children are able to fully engage with all aspects of school life.

Admission Arrangements for pupils with Special Educational Needs and Disabilities

In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision. For children who have an Education Health Care Plan, the Local Authority will consult school prior to them starting with us, to ascertain whether we can meet their needs and ensure the necessary funding is in place so that we can provide the appropriate level of support.

Extended Services Accessibility

The Extended Services building is fully accessible for wheelchairs.

Children with SEND and disabilities can access Extended Services just as all children can, although amendments will need to be in place should the child require 1:1 or specialist support.

If a child requires 1:1 or specialist support, school will endeavour to accommodate the child so long as sufficient notice (one week) is given so school has time to request a suitably trained member of staff to do overtime in order to provide the required support. If no suitably trained member of staff can work extra hours, school may not be able to book the child into After School Club.

As employing an additional member of staff for additional hours will incur an extra cost, parents must be prepared to pay the additional salary cost incurred. This is because Extended Services operates as a separate business and must cover its own costs without being supported by the school budget. Advice can be given from our SENDCo regarding how parents might apply for external funding to cover extra childcare costs. In very rare, one off, emergency cases where childcare is needed, if staffing is available, school might waive the extra cost but this will be at the discretion of the headteacher.

Next Steps

To inform our planning, Mrs Westlake and Mrs Felters (SENDCos) completed the 'Identifying Barriers to Access audit'. Mrs Westlake also discussed several points as part of an environmental audit with a member of the Lancashire Inclusion team.

Aim	Actions to be taken	Person Responsible	Date to complete
Improving access to premises and facilities			
For wheelchair users to be able to sit up to a desk to work, rather than relying on their chair tray.	School to purchase a table with adjustable legs.	EW,LF.	October 2025.
For all children to be able to work at the sand and water trays in the EYFS classrooms.	In the short term, for wheelchair users struggling to get close enough to the existing trays, school to place tuff trays on the floor. Long term, as trays need replacing, school to consider purchasing ones with adjustable legs.	EW, LF, MC.	Short term – September 2025 Long term – as replacements are required.
For the Studio Hall to be able to accommodate children with intimate care needs	School to explore works that could be undertaken to the current disabled toilet to allow space for a changing table.	EW, KR.	December 2025
For the Forest School outdoor environment to be fully accessible for wheelchair users.	School to take steps to make the ramp access to Forest School more permanent.	EW, PE, KR.	July 2027
Improving information accessibility			
For staff to ensure that key learning environments are not visually over-stimulating, particularly for those with visual impairments or Autistic Spectrum Condition.	The importance of this to be discussed in a staff meeting early in the academic year as classrooms are being set up. Monitoring of this during walk throughs throughout the year.	EW, LF.	July 2026.
Improve the labelling of the school environment so that it is inclusive to all.	Introduce pictorial labels, braille labels and spoken labels e.g. through talk tins on main spaces. Consider the inclusion of other languages spoken by the school community.	EW, LF.	July 2026.