St Paul's Catholic School
& Sixth Form
Accessibility Plan

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

St Paul's Catholic 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.

This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of St Paul's Catholic School, valuing all children equally and as individuals.

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.

At St Paul's Catholic School, we have a wide range of needs. These include

- Children with visual impairments
- Children with hearing impairments
- Children with ASD
- Children with ADHD
- Children with physical disabilities
- Children with additional medical needs including allergies, asthma, eczema
- Children with emotional needs including attachment and trauma

St Paul's Catholic 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 staff, parents, pupils, Governing Body.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils require support to access the curriculum Curriculum resources include examples of people with disabilities Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure that it meets the needs of all pupils	Regular walks around school to check that there are no areas of clutter. Staff to report to SLT/Premises any issues. Ensure that school follows advice from external agencies regarding supporting children with additional needs Ensure that progress is tracked for all groups and analysed.	Monthly walks Premises Team to ensure that all recommendations from external agencies are implemented. Ensure that school follows advice from external agencies Termly	DW/Premises DW/Premises SENDCO	Ongoing Ongoing Ongoing	School areas are clutter free Staff recognise issues and report Advice is implemented form external agencies All groups of children make expected progress

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED	SUCCESS CRITERIA
Ensure that online learning is accessible to all	Home learning easily accessible on website during school/bubble closure. Schools use Arbor to communicate to Parents. Laptops made available for students with no computer access at home Regular home contact to encourage support	Ensure all home learning is differentiated in class Ensure font layout is friendly and accessible to all. Paper copies made available if required	Staff consultation Staff consultation	SLT/SENDCo SLT/SENDCo SLT Form tutors/ Head of Year/Assistant Head of Year	As and when required	All students can confidently access and succeed during periods of learning from home.
Improve and maintain access to the physical environment	The environment is adapted to the needs of the pupils as required: Corridor width disabled toilets and changing Library shelves at accessibility height Lift available if required	To ensure that classrooms and corridors are clutter free Safety signage is clearly visible and appropriate	Monthly premises walks	DW/Premises Team	Ongoing	School corridors are clear and clutter free

Improve the delivery of information to pupils with a disability	Use of a range of communication methods to ensure that information is accessible. This includes: Internal signage	Ensure that school follows advice from external agencies regarding supporting children with additional needs	Staff to ensure that recommendations from external agencies are implemented	SLT/SENDCo SLT/SENDCo	Ongoing Ongoing	Advice is implemented form external agencies Visual signage is used throughout school
	Large print resources (if required) Hearing microphones Pictoral or symbolic representations	Ensure all printed material is available in dyslexia format	Ensure all printed material is available in dyslexia format			Communication is in a dyslexia friendly font

4. Monitoring arrangements

- This document will be reviewed every **3** years,but may be reviewed and updated more frequently if necessary.
- It will be approved by the Governing Body

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
Supporting pupils with medical conditions policy

Approved by: S. Conaghan Position: Principal	Date: 02/09/2024
Date of next review: **Reviewed every 3 years**	Date: Oct 2029
Reviewed by: D. Weston Position: Operations Manager	Date: 20/10/2026