St Paul's CE Primary School

Disability Equality Scheme and Disability Accessibility Plan for Pupils

2025-2028

St Paul's CE Primary School

Disability Equality Scheme and Disability Accessibility Plan for Pupils				
Date	**Review date**	**Renew date**	**Coordinator**	**Nominated Governor**
December 2025	Annually	December 2026	Rebecca Ferriday SENCO	Angela Fantis

At St Paul's we believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:
'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, 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.

Schools' duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the sa
duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 **Schools** must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better adva education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

4.30 Schools will also need to have regard to the need to provide adequate resources for implem
plans and must regularly review them. An accessibility plan may be a freestanding document but m
be published as part of another document such as the school development plan.

4.31 OFSTED inspections may include a school's accessibility plan as part of their review.

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(The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities.)

We have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is as follows:

Development area	Targets	Strategies	Outcome and by when	Goals achieved
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 who require support to access the curriculum.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils*	We continue to focus on the development of our unified SEN and disability policy to include. 1. Full disclosure of relevant information on transfer. 2. Regular meetings of the SENCO and class teachers to review and share best practice. 3. A commitment to in-service training for medical staff to support any pupil with a disability 4. Use of communication in print to aid pupil understanding and as a school staff and children are learning Makaton signing to aid with spoken language and understanding. 5. Access will be provided for specialist help to occur which is reasonable and practicable. 6. Where physical access to the site is difficult for a prospective pupil the school recognises the need to be proactive in enabling such access. 7. The timetable is constructed to accommodate any pupil or pupils with SEN or disability. 8. Pupils with SEN or disability will be given additional reasonable time between lessons as required.			
	To ensure extracurricular and after school clubs are accessed by disadvantaged and SEND pupils	To audit current take up of clubs according to pupil groupings. Target underrepresented groups and offer free places where necessary.	Underrepresented groups take part in extra-curricular and after school activities. Review termly.	Increased-and immediate- access to extra-curricular activities.
	To ensure PE is accessible to all	PE lead to review curriculum	All pupils can access PE sessions and can excel.	Increased-and immediate- access to the curriculum
	To ensure that all trips/enrichment opportunities are inclusive and can be accessed by pupils with a disability	EVO or SLT to support class teachers inclusive planning of a trip/enrichment opportunity if required	All pupils can access all trips and enrichment opportunities	Increased-and immediate- access to trips and enrichment opportunities
	To continue to train staff to enable them to meet the needs of children with a range of SEND.	Inclusion Manager to review needs of pupils and provide training and CPD in these areas	Staff understand and are increasingly confident in meeting the needs of a range of SEND pupils. Termly after Additional Needs meetings	Increased access to the curriculum; needs of all learners met. Parents informed.
	To identify pupils requiring additional to or different provision in the feeder Nurseries in preparation for school intake in September	SENCO to work with Nursery SENCO on a regular and frequent basis	Children arrive at school in September with their needs identified and an outline of the provision they require.	Increased-and immediate- access to the curriculum.

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Delivery of the curriculum	Training for all staff on Personalised learning and the Mastery curriculum.	Undertake an audit of staff training requirements.	All staff are able to more fully meet the requirements of disabled children's needs re accessing the curriculum.	Ongoing.
	All classrooms are organized to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	The needs of individual pupils are accommodated.	Ongoing.
	Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of relevant issues (SEND changes); the use of other professional partners has been made available.	Team included in Annual Reviews, EP assessments, BHISS contact meetings. Twilight/INSET training whole staff
	To increase understanding about the needs of children with Autism Spectrum Disorders.	Staff to receive tailored ASC training	BHISS Training	Ongoing
The physical environment of the school *Improve and maintain access to the physical environment* *The environment is adapted to the needs of pupils as required.* *This includes:* · *Ramps* · *Elevators* · *Corridor width* · *Disabled parking bays* · *Disabled toilets and changing facilities* · *Library shelves at wheelchair-accessible height*	As a school we are equipped to meet the needs of wheelchair users as we have an accessible toilet, wide doorways and ramps in reception, year one and two, canopies over walkways. We have also improved the car park to include a disabled space and access through a wide door, so all people with a disability who use the premises, can now have easy access. Any disabled child that has a wheelchair can be easily supported with access in our school. Also disabled members of the public, can access the school, due to a wide range of lettings in the evenings and weekends. An outside canopy and ramp was built so we had wheelchair access to the school hall. The Key Stage 2 corridors are very narrow so lifts were not an option. The railings at the steps leading up from the KS2 corridor were lowered to accommodate a child with a specific disability (four steps). The railing on the stairs leading up to the hall were also lowered (four steps). There is a disabled toilet in this area and it is on the flat. Access to the hall is required for PE, worship and lunchtime. Each year we review the fire safety risk assessment and accessibility plan. Children with a disability have a Personal Evacuation Plan. Outdoor steps marked clearly in 'safety yellow' in line with Habilitation VI recommendations Handrails replaced/introduced at ground level change areas to height specifications and visibility as per recommendations.			
	Appropriate use of specialized equipment to benefit individual pupils and staff.	Appropriate computing equipment purchased (or existing equipment adapted) for pupils with specific recording difficulty. Writing equipment addressed. Continue with redecoration as rolling programme.	All teachers are able to more fully meet the needs of our SEND children re accessing the curriculum.	Increased access to the curriculum; learners' needs met.

	Appropriate use of colour schemes for internal/external decoration to benefit pupils with visual impairments e.g. CVI.	Repaint/paint yellow lines to mark level transitions. Address issue of uneven surfaces.	The decoration of the internal and external environments supports all of our children. Playground areas are marked appropriately and even. Ongoing	Physical accessibility of the school is increased (for pupils and parents with visual impairment, for example). Areas maintained on a regular basis.
Improve the delivery of information to pupils with a disability	We are a very inclusive school and take a range of children with special needs. We support these children to the best of our ability, within limited resources. Outside agencies come and give additional support and specialist training. Staff have received training on autism, cerebral palsy, disability, attachment, restorative justice and emotional coaching.			
	To ensure EAL parents and carers can access information. To purchase bi-lingual books, etc. Availability of written materials in alternative formats and alternative forms	To buy into language support services if finances allow. To produce literature to support other languages. Staff aware of services available through the LA. Disabled visitors aware of facilities through signs and newsletters, for example. Improve availability of information for parents-update displays more regularly.	Ongoing Communication continues to improve. Signage and information supports the school community and visitors.	Written information available in alternative formats. Information is appropriate. Take-up of information (leaflets, for example) increases.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

As a school community we have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aim

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure
Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the Disability Discrimination Act (as amended by the SENDA) to publish an Accessibility Plan but not to:

- discriminate against disables pupils in our admissions and exclusions, and provision of education and associated services
- treat disabled pupils less favourably
- take reasonable steps to avoid putting disables pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility to endorse the key principles in the National Curriculum which underpins the development of a more inclusive curriculum by:
- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy
- lead the development of this policy throughout the school;
- work closely with the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;

- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body annually;
- annually report to the Governing Body on the success and development of this policy

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion. Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:		**Date:**	
Chair of Governing Body:		**Date:**	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Disability Equality Scheme and Disability Accessibility Plan for Pupils				✓

This policy affects or is likely to affect the following members of the school community (?)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																								Conclusion	
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	

for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date