



## St Paul's CofE Primary School & Nursery Accessibility Plan 2026–2029

### 1. Purpose

St Paul's is committed to ensuring that disabled pupils can participate fully in school life and are not placed at a substantial disadvantage. This plan sets out how the school will progressively improve accessibility and should be read alongside the SEND Policy, SEND Information Report, Inclusion Policy, Equality Information and Objectives, Health and Safety Policy and Supporting Pupils with Medical Conditions Policy.

The plan covers the three statutory accessibility strands:

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

### 2. Legal framework and principles

This plan is prepared under Schedule 10 of the Equality Act 2010. The school will make reasonable adjustments for disabled pupils and will consider auxiliary aids and services where these are reasonable and necessary to avoid substantial disadvantage.

For the purposes of the Equality Act 2010, disability includes physical or mental impairments that have a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. This can include sensory impairment, neurodevelopmental conditions, long-term medical conditions and mental-health conditions where the legal definition is met.

Accessibility is considered proactively. The school will not wait for a pupil to experience avoidable disadvantage before considering reasonable adjustments. Decisions will take account of the individual child, professional advice, family and pupil views, health and safety, available resources and the effectiveness of possible adjustments.

### 3. St Paul's approach to accessibility

Accessibility is part of the school's wider inclusive approach rather than a separate programme. St Paul's operates a two-SENCo model. The SENCo leading Early Intervention and SEN Support coordinates accessibility needs for pupils without an EHCP, while Olivia Miller, SENCo and EHCP Lead, coordinates statutory EHCP provision and specialist accessibility requirements for pupils with EHCPs. The two SENCos work together with the Headteacher, SBM, teachers, premises staff, families and external professionals.

The school's current accessibility arrangements include ramps where required, accessible toilets and changing facilities, wheelchair-accessible library shelving, adaptive and assistive

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technology, visual and symbol-supported information, sensory and regulation resources, specialist equipment according to need and purpose-built specialist environments within Evergreen.

Reasonable adjustments may also include changes to timetables, routines, seating, communication, task design, recording methods, transitions, supervision, staffing, sensory environment, trips and visits, assessment arrangements and access to clubs or wider school events.

### 4. Accessibility action plan 2026–2029

#### Strand 1: Curriculum access

##### Current strengths

- High-quality adaptive teaching is the starting point for all pupils.
- Pupil Support Documents and EHCPs identify individual adjustments and provision.
- Staff use visual supports, communication systems, sensory regulation strategies, assistive technology, alternative recording methods, pre-teaching, chunking and reduced cognitive load where appropriate.
- Evergreen and SEARCh provide specialist and targeted inclusion support while maintaining access to an ambitious curriculum and wider school life.
- Staff training includes SEND, autism, communication, emotional regulation, safeguarding, ELSA approaches, de-escalation and other needs-led professional development.

##### Objectives and actions

1. Audit curriculum accessibility at least annually, including practical subjects, PE, Forest School, trips, performances, clubs and enrichment.

Responsible: SENCOs, Deputy Headteacher/Curriculum Lead and subject leaders.

Timescale: annually and when a significant new need arises.

Success criteria: barriers are identified early and reasonable adjustments are planned before they restrict participation.

2. Maintain a needs-led SEND and accessibility training programme for teaching and support staff.

Responsible: SENCOs and SLT.

Timescale: reviewed termly and planned annually.

Success criteria: staff can explain and consistently implement the adjustments required for pupils they teach or support.

3. Ensure reasonable adjustments and access arrangements are embedded in ordinary classroom planning rather than treated as an additional activity.

Responsible: class teachers, monitored by SENCOs and curriculum leaders.

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Timescale: ongoing, with termly monitoring.

Success criteria: learning walks, pupil voice and progress information demonstrate successful participation and reduced barriers.

4. Review participation of disabled pupils in the wider curriculum and school life, including educational visits and residential opportunities as the school grows.

Responsible: SLT, SENCOs and Educational Visits Coordinator.

Timescale: before activities and annually through accessibility review.

Success criteria: pupils are not excluded from activities because of disability where reasonable adjustments can enable safe participation.

### Strand 2: Physical environment

#### Current strengths

- Ramps are available where required.
- Accessible toilets and changing facilities are available.
- Library shelving includes wheelchair-accessible provision.
- Specialist spaces within Evergreen are designed to support communication, sensory regulation, predictability and safe access.
- Accessibility is considered within premises, health and safety and building works.

#### Objectives and actions

1. Include accessibility within all planned refurbishment, expansion, furniture purchase and site-development decisions.

Responsible: Headteacher, SBM and premises lead, with advice from SENCOs and relevant professionals.

Timescale: at design/procurement stage for every relevant project.

Success criteria: new works do not create avoidable barriers and, where practicable, improve access beyond the previous position.

2. Complete a termly accessibility walk of internal and external routes, entrances, toilets, changing areas, classrooms, hall, playgrounds and specialist spaces.

Responsible: premises lead/SBM with SENCOs; governor oversight through relevant monitoring.

Timescale: termly.

Success criteria: identified barriers are recorded, risk-rated and addressed through maintenance, adjustment or planned improvement.

3. Review sensory accessibility, including noise, lighting, visual clutter and availability of quieter/regulation spaces.

Responsible: SENCOs, SBM and SLT.

Timescale: at least annually and when individual need indicates.

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Success criteria: pupils with sensory needs can access key spaces with appropriate adjustments; environmental issues such as excessive noise are addressed where reasonably practicable.

4. Obtain specialist advice where a pupil requires physical adaptations or equipment beyond existing provision.

Responsible: relevant SENCo, SBM and Headteacher.

Timescale: as soon as a need is identified.

Success criteria: advice is sought promptly and agreed reasonable adjustments or equipment are implemented within an appropriate timescale.

### Strand 3: Accessible information

#### Current strengths

- The school uses visual timetables, symbols, pictorial information and communication supports where needed.
- Large-print and adapted resources can be produced.
- Digital technology, including tablets/laptops and assistive technology, can be used to support access.
- Staff work with Speech and Language Therapy and other professionals where specialist communication advice is required.

#### Objectives and actions

1. Identify pupils who require information in an alternative or adapted format and record this clearly in relevant support documentation.

Responsible: class teachers and relevant SENCo.

Timescale: on admission/identification and reviewed at least termly.

Success criteria: staff know each pupil's communication and information-access requirements and use them consistently.

2. Provide information in accessible formats within a reasonable timeframe, including large print, simplified language, symbol-supported information, audio/digital formats or communication-supported approaches where required.

Responsible: relevant staff, supported by SENCos.

Timescale: as required.

Success criteria: pupils can understand and use the information needed to participate in learning and school life.

3. Review key pupil-facing signage, emergency information and routine visual information for accessibility.

Responsible: SBM, SENCos and DSL/Health and Safety leads as appropriate.

Timescale: annually and following significant site changes.

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Success criteria: key information is clear, legible and appropriately supported by symbols or alternative formats where needed.

### 5. Individual reasonable adjustments

The action plan does not replace individual reasonable adjustments. Where a pupil requires an adjustment, the school will consider and implement reasonable steps according to that child's circumstances rather than waiting for a scheduled accessibility-plan review.

Adjustments may be documented through a Pupil Support Document, EHCP, medical plan, risk assessment, individual accessibility arrangement or other appropriate school record. Information will be shared with staff who need it to implement the adjustment safely and consistently.

### 6. Monitoring and evidence

Progress against this plan will be reviewed at least annually and more frequently where significant needs, building changes or statutory guidance require it. Monitoring may draw on:

- accessibility and premises walks;
- pupil and parent voice;
- SEND and EHCP reviews;
- learning walks and curriculum monitoring;
- incident, attendance and participation information;
- complaints or accessibility concerns;
- professional advice; and
- progress against the actions above.

The Governing Body will receive appropriate information about accessibility and will hold leaders to account for meeting Equality Act duties and progressing the plan.

### 7. Raising concerns

Families are encouraged to raise accessibility concerns promptly with the class teacher, relevant SENCo or Headteacher so that adjustments can be considered quickly. Where a concern cannot be resolved informally, the school's Complaints Policy applies.

### 8. Publication and review

This Accessibility Plan will be published on the school website and paper copies will be available on request. The plan covers the period August 2026 to August 2029 and will be reviewed at least every three years, with progress reviewed annually and updates made sooner where necessary.

Date of plan: August 2026

Plan period: August 2026 – August 2029

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Annual progress review: August 2027, August 2028 and as required

Policy leads: Headteacher / SEND Leadership Team / SBM

Approved by: Governing Body

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