



Access Plan for St Paul's Catholic Junior School (2025-2026)

Introduction

St Paul's Catholic Junior school's accessibility plans 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 advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

Our school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached below is a set of action plans showing how the school will address the priorities identified.

Vision and values

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages all in our community to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our children is fundamental to all that we do. It is vital that our learners gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. To see and celebrate those differences as there is strength and unity in diversity.

The School's Context

St Paul's Catholic Junior school is a large, four form entry mainstream school for boys and girls ages ranging from 7 years to 11 years old (approx. 500 on roll). The school is comprised of one school building, which has previously been extended.

There is disability access for 12 of our 16 classrooms (excluding 1st floor rooms) and main areas of the school. There are four rooms situated on the first floor of the original building which have no access for disabled pupils.

Our School's Aims

- To promote our core values: Be Kind. Be Respectful. Be Resilient.
- To deepen our children's knowledge, experience and understanding of the world around them, moving from engaged to invested.
- To promote and foster a culture of positive mind-set and well-being.
- To enable a child to be an active participant in society and to make positive contributions; recognising that everyone has a voice.
- To work alongside the Parishes of St. Paul's and St. Timothy's to provide the foundation for a Catholic way of life in an environment of caring relationships built upon Gospel values.

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy

- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are flat or ramped and have wide doors. The main entrance has wide doors which can open out into the entrance. The lobby is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail. The school has internal emergency signage and escape routes are clearly marked.

There are only four rooms disabled pupils have no access to on the first floor but they are split between year groups so as to give other teaching room options if needed.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. Extra-curricular clubs are offered to all pupils and any adaptations are made as and when are necessary which could include: specialist staff support, extra staffing, relocation of venue or adaptations of tasks.

We consult with experts (Compliance Education) when new situations regarding pupils with disabilities are experienced.

All staff are aware of and support Equalities legislation they have all received and understand our Equality policy. They fully understand the school's position on recognising, supporting and celebrating difference through our key values - Be Kind. Be Respectful. Be Resilient.

Patterns of attendance are scrutinised to ensure all children at St Paul's Catholic Junior School have 'good' or better attendance. Particular focus is put on supporting any identified groups of pupils attending below the expected marker. Support strategies, monitoring, EWO casework and parental challenge when

appropriate /needed is put in place as we fully understand and value the links between attendance and attainment.

It is our belief that equality and inclusion is central to **all** of our policies and that we maintain an ethos that welcomes diversity and promotes equal opportunities for all, ensuring all our pupils and their families feel valued and supported and making sure that equality and inclusion is evident in everyday school life.

The implications for equalities in new policies and practices are considered before they are introduced

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Review

This Access plan will be reviewed annually and renewed every three years.

Priority	Staff responsible / involved	Strategy / Action	Resources	Timescale	Success Criteria
Curriculum Effective communication and engagement with parents / carers	HT & SLT Subject teams CT	Termly meetings with parents /carers. Additional care meetings - those vulnerable pupils who need extra support SEND & Safeguarding meetings / CP - as appropriate to legislative timescales Welcome meetings / transition meetings - All year groups with follow up letter and information displayed on website. Curriculum letters and overviews - termly for all year groups Weekly newsletter to whole community - sent out through Arbor app and put on school website	Time allocated as appropriate	Ongoing	Parents/carers fully informed about progress & engage with their child's learning
Curriculum Celebration (Diversity) weeks /	Curriculum team SLT	Pupil Voice History/Geography/Art/Science/PSHE/Maths/English 'I'm proud of my work' labels added to 1 or 2 pieces of work.	Time for curriculum team to plan and create resources	Summer term	Encourage child reflection and collection of the views of 'all'.

curriculum exhibitions		All pupils display work in classroom or hall to show parents/carers - asked to speak about specific pieces of work they are proud of			Increased engagement of all pupils.
Curriculum 'Social justice' element of curriculum - Adrift Project. Plan, deliver, evaluate success of focus on refugees / asylum seekers / forced migration.	All school staff	Use of 'mantle of the expert' to engage pupils in learning. 'Character / dilemma led' delivery to help shift pupil engagement to invested learners. Understanding around social justice and our part to play in being responsible humans using drivers - Be Kind. Be Respectful. Be Resilient.	Time for teaching team to plan and create resources / time to become 'experts' in topic	Summer term	Shift from engaged to invested (bothered)
Curriculum Training for staff on increasing access to the curriculum for all pupils	SLT SEND Team Pastoral Team	Diabetes training - as appropriate Epilepsy training - as appropriate Urology / catheter training - as appropriate ROAR training - whole school mental health approach ASD / ADHD / dyslexia training - all staff Relational Practice training - teaching staff Sensory processing training - specific staff as appropriate	Training time allocated / dedicated staff meeting time	In place and ongoing Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met

		RWI training Support and advice from EP service, Sensory Service, OT, physiotherapy service, School Nurse etc. Access to courses, online support from CAMHS / SIL training Online resources for CPD shared with staff - identifying pupils with SEND needs / supporting pupils with particular needs Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, school nurse, ADHD Foundation etc.			Maintain records of staff trained
Curriculum Effective use of resources & specialised equipment to increase access to the curriculum for all learners	SLT SEND Team Pastoral Team	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Book Creator / Speech notes Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Specialist resources for pupils with EAL.	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Voice Notes

		Ensure specialist equipment (eg: hearing aids) checked daily and seek advice if needed (eg: from Sensory Support) / stand up desks / OT equipment Nurture bases - yr3/4 and yr 5/6 bespoke adapted curriculum			
Curriculum Adaptations to the curriculum to meet the needs of individual learners	SLT SEND Team Pastoral Team	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests Sensory circuits Access to therapeutic services from external providers Nurture bases - yr3/4 and yr 5/6 bespoke adapted curriculum School based curriculum and pastoral interventions	Budgetary allocations Time allocations LSA support	In place and ongoing	Needs of all learners met enabling positive outcomes
Curriculum	SLT	Consult Sensory Support team / visits from Sensory Support Service	Cost of equipment	In place when required -	Teaching aids, white boards etc, more easily

Improve educational experiences for visually impaired pupils	SEND Team CT	Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs LSA support as appropriate	Staffing costs	regular visits from sensory support team.	seen and learning experiences of pupils enhanced.
Curriculum Improve educational experiences for hearing impaired pupils	SLT SEND Team CT	Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team	Installation of equipment Cost of equipment Staffing costs	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced
Curriculum All out of school activities and after school clubs are planned to ensure reasonable adjustments	SLT SEND Team Staff leading activities / clubs	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements.	Any specialist equipment needed to allow a child to access a club Staffing costs if increased	Ongoing	Increased access to the extra-curricular for all pupils with SEND.

are made to enable the participation of all pupils					
Physical Environment Provision of wheelchair accessible toilets	SLT Site Manager Domestic Staff	Maintain wheelchair accessible toilets with clinical waste bins Standing item on annual site audit Compliance Education - HSE providers	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Physical Environment Access into and around school and reception to be fully compliant	SLT Site Manager	Designated disabled parking bay Wide doors and corridors Clear route through school Standing item on annual site audit Compliance Education - HSE providers	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users.
Physical Environment Improvements to help the	SLT Site Manager	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint / tape. Trip hazards identified and addressed, with support from the Sensory Team where applicable.	Cost of maintenance, materials and labour.	In place and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas

visually impaired.		Standing item on annual site audit Compliance Education - HSE providers			monitored and maintained.
Physical Environment Improvements to help the hearing impaired	SLT Site Manager	Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced
Physical Environment Improve signage to indicate access routes around school	SLT Site Manager	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs / time costs	In place - parking bay Future plan - wheelchair friendly routes	Disabled people aware of wheelchair access
Physical Environment Maintain safe access around exterior of school	SLT Site Manager	Ensure that pathways are kept clear of vegetation	Cost included in ground`s maintenance contract / site manager time / cost	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Physical Environment Maintain safe access around	SLT Site Manager	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school

the interior of the school					
Access to information in the written form Availability of written material in alternative formats	SLT SEND Team Admin Team ICT Tech	Weekly newsletter / information letters emailed to parent/carers. Key content published on school website / Twitter feed. Provided translated documents where appropriate. Improve availability of information for parents - display appropriate leaflets for parents to collect. Where appropriate engage services of translators e.g. BLS, different languages School website maintained and updated by school ICT technician	Contact details and cost of translation / adaptation.	In place & ongoing.	All parent/carers will be up to date and well informed of school information.
Access to information in the written form Ensure documents are accessible for pupils	SLT SEND Team CT	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier / visualiser where appropriate Ensure large, clear font used in documentation.	Loan/purchase costs of magnifier or other specialist equipment. Cost of sending reading	In place & ongoing	Pupils able to access all school documentation

with visual impairment			materials / test papers etc. away to be enlarged.		
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