



Accessibility Plan

Paulerspury Primary Academy

Curriculum, Communications & Physical Environment



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1.0 Overall Summary

1.1 Date of Inspection and Key Information

Date	29 th January 2024
Auditor	Ruth Hawker / Molly O'Donnell

1.2 Summary of the Inspection

In line with the Equality Act 2010, the School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life, as are the able-bodied pupils.
- Improve the delivery of written **information** to pupils, staff, parents and visitors with disabilities, including handouts, timetables, textbooks and information about the school and school events.

The School has completed a development plan within this report, which is relevant to the areas above.

Other Policies are also relevant to the compliance of the Equality Act 2010, such as the School's SEN Policy.

2.0 School Details



School Name	Paulerspury C of E Primary School
School Address	High Street, Paulerspury, Northamptonshire, NN12 7NA
Telephone Number	01327 811674
Headteacher	Mr Robin Bunting
Chair of Governors	Mr Paul Dunstan
Type of School	Primary
School Category	Academy
Age Range of Pupils	4-11
Number of Pupils on Roll	115

3.0 Main Report and Evidence

3.1 Background

3.1.1 Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition

Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.

Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).

From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.



It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

3.1.2 Definition

Equality Act 2010: a person has a disability if:

They have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities. For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as:

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:



- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn

3.1.3 Reasonable Adjustments

The school has a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. The school will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEN (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

3.1.4 Aims of the Accessibility Plan

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

There is a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines the schools intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school



- curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, the school intends to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's Special Educational Needs (SEN) policy.

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

3.1 Report and Recommendations

The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written **information** to pupils, staff, parents and visitors with disabilities, including handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



3.2 Accessibility Check List and Comments

The school is located on a slight slope, which creates difficulties as steps are the only way to access some classroom areas.

All areas of the school can be accessed by a wheelchair user, apart from one classroom to the front of the school and evacuation issues to a couple of classrooms, where steps lead directly to the outside area. Outside areas can be accessed, including the playground.

Some external doorways have steps, and so a Personal Emergency Evacuation Plan (PEEP) would need to be completed and some minor modifications may need to be completed. Moving classes with internal steps, and steps accessed by emergency routes, to a more accessible room rather than making modifications will be less expensive.

Access from the main pedestrian entrance and the back of the school and to the side of the school, via the playground is possible for all users. Signage for persons requiring assistance should be displayed.

There is limited provision currently for disabled drivers. A space and access can be provided at the tarmac area by the back lower entrance, with mobility towards the main entrance and side entrance via the playground.

In places edges posing a trip hazard are marked with contrasting paint. Some steps have been missed and renewal of contrasts is needed. Changes of levels should similarly be marked with contrasting paint.

Good contrasts between frames and doors exist on most internal doors. External doors present a uniform colour that makes it difficult for users with impaired vision. The application of a contrasting colour tape to the frames would assist users.

Lighting has been thoughtfully appraised with LED upgrades and skylights.

The school a disabled toilet, accessible for all users, apart from Early Years and the two classrooms at the front of the school.



3.2.1 The Physical Access

1. A number of doors across the school exhibit good practice with respect to the paint scheme. The use of contrasting colour assists users with visual impairment.



1a. Areas of the school have been identified where contrasts will be needed to aid visually impaired people. The frame of the disabled toilet below is not contrasted with the door.





This may not necessarily be around door frames where there are doors, but also in open areas, such as contrasts around frames, and open complex areas.

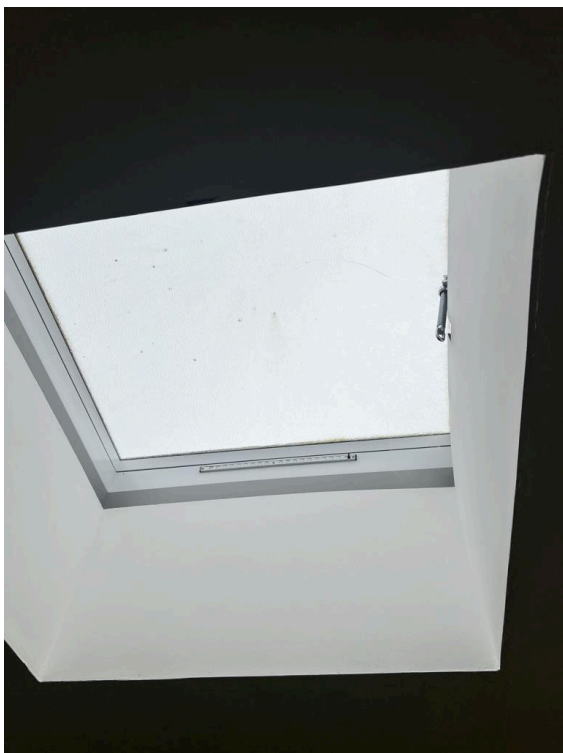


1b. Glass doors have solid lower to enhance their visibility to partially sighted pupils, however they require contrasted frames 1a)





2. Lighting has been enhanced, such as LED and natural lighting.



3a. Contrasts have been provided on steps and changes in height to aid people. Further steps require contrasts, shown below. Also, the sides of the slope may cause wheelchairs to become unbalanced, and so kick sides or levelling could be considered.



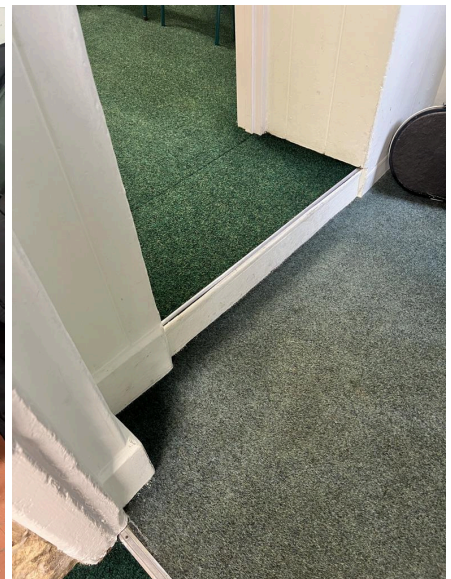
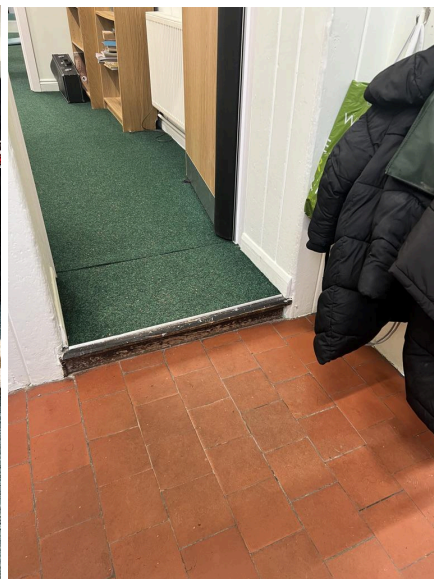
3b. Some steps require handrails or an alternative slope.



3c. Contrasts were noted internally.



3c. Steps internally make some classrooms inaccessible for wheelchair access.



4. Ramps have been provided to provide access to classrooms.





5a. The school has a disabled toilet that is accessible to wheelchair users. The toilet seat could be replaced for a contrasting colour to aid partially sighted people.





5b. Large corridors and the hall sited in the centre of the school with two double doors, provides mobility.



6. The Early Years classroom (third and fourth pictures below) and the classroom to the front of the school (first two pictures below) is not easily accessible for people with mobility impairment,



owing to the prevalence of steps. The steps would have to be modified, with the addition of a small ramp.

Alternatively, the school may need to reallocate classrooms if a child with mobility impairment joins the school.



7. The external entrances to the school meets the standards for wheelchair access.



Signage could be added at this location to advise people requiring assistance to access the site from the car park area.



8. Disabled car parking space could be added at the school entrance to the rear of the building, although not ideal for access to the front. The only means of parking is on the street or to patrician off part of the playground.



3.2.1 Improving the Physical Access

Access Plan Ref.	Item	Activity	Timescale	Cost £
1 Pictures 8	Accessible car parking	The feasibility of a disabled bay to be created at the front of the playground. signed for disabled only. Car parking and advice signage for users requiring assistance to the rear of the school.	By Summer term 2026	Quotes to be obtained
2 Picture 1a	Doors	Ensure the small number of external and external doors are decorated with contrasting paint schemes	By end of academic year 2026	Quotes to be obtained
3	Provision of induction loops	School Hall	If needed	Quotes to be obtained
4 Picture 3a	Contrasts to steps and slopes	Mark steps and change of slopes with hi-visibility paint	Ongoing – as cleaning steps then fades the contrasts.	Quotes to be obtained
6 Picture 3b	Some steps require handrails and levelling of slopes	Review areas that require handrails and levelling	By end of academic year 2027	Quotes to be obtained



7 Picture 3c	Access to the internal classrooms	Investigate the feasibility, whether practicable to provide accessible access to the classrooms with slopes instead of steps.	By end of academic year 2028	Quotes to be obtained
8 Picture 5a	Toilet seats	Change the toilet seats with contrasting colours to improve facilities for partially sighted pupils and staff.	By end of academic year 2026	Quotes to be obtained
9 Picture 6	Access to Early Years and the classroom to the front of the school	Investigate the feasibility, whether practicable to provide accessible access to the Early Years Classroom and the classroom to the front of the school	By end of academic year 2028	Quotes to be obtained
10	Changes to the allocation of classrooms	When required, change classroom areas to ensure access at lower levels for pupils with additional needs.	When required	



3.2.2 Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	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 the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing	Teachers working with Occupational Therapists, Vision support and hearing support services
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Secure funding to support SEND pupils at all out-of-school activities	Obtain grant funding for 1:1 support at all clubs	All pupils with SEND are fully supported at out-of-school clubs	Ongoing	Increased parent confidence in their children accessing clubs with full support
Classrooms are optimally organised 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	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On-going	Increase in access to the National Curriculum



Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access and Disability Equality.	Annual training for Staff	Society will benefit by a more inclusive school and social environment
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. LSPs Care plans	Autumn term 2026
Effective communication and engagement of parents	Deputy Head for Inclusion SENDCo SLT	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs.	-Up-to-date LSPs and EHCPs -Rooms for meetings -Diary dates	On going
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.	-Teacher/SENDCo time	On going
Availability of written material in alternative	Office/ SLT/ Senco	Fortnightly newsletter emailed to parent/carers	Contact details and cost of translation /	In place & ongoing



formats		<p>Improve availability of information for parents – display appropriate leaflets for parents to collect</p> <p>Key content published on school website</p> <p>Provided translated documents where appropriate</p>	adaptation	
Ensure documents are accessible for pupils with visual impairment	Class teachers/ Senco	<p>Seek and act on advice from sensory support advisor on individual pupil requirements</p> <p>Use of magnifier where appropriate</p> <p>Ensure large, clear font used in documentation</p>	Loan/purchase costs of magnifier or other specialist equipment.	When required
Ensure behavioural needs do not have an adverse effect regarding access to teaching	All staff to be trained in de-escalation strategies and appropriate restraint.	<p>New members of staff to access a deescalation course as soon as possible after starting.</p> <p>Refresher courses to be planned for staff who have previously been trained</p> <p>Staff will be more confident and enabled to manage behaviour in class and around school.</p> <p>They will have a good understanding of de-escalation strategies and restraint techniques; their safe use and impact</p>	Quotes	Repeat every 2/3 years



Any new ICT equipment is purchased with a view to accessibility options.	Liaison with AVA (ICT consultants) regarding any new purchases	All children have access to ICT equipment to support learning	Quotes	Ongoing
To ensure SATS scripts are accessible to all pupils	To liaise with Exam Boards to ensure provision of appropriately modified scripts in public exams.	<p>SATS are presented in a format which all pupils can access, including those with SEND. Individual access arrangements to be in place for individual pupils, where required, including:</p> <ul style="list-style-type: none"> • Word processors • Touch typing software • 'Reading' pens • Colour overlays • Ear plugs • White noise machines 		Ongoing

