



**St Paul's Way**

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PART OF UNIVERSITY SCHOOLS TRUST



**University  
Schools Trust**

A transformational education

# Accessibility Plan

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| November 2025   |         |          |

University School Trust

Accessibility Plan

Page 1 of 12

Title: Accessibility Plan

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| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |



## 1. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

| Document Edition | Section | Details of change                                                                                        |
|------------------|---------|----------------------------------------------------------------------------------------------------------|
| Nov 2025         | 6       | Students with vision impairments, students with speech and language needs, students who are neurodiverse |
|                  |         |                                                                                                          |
|                  | 7       | Toilets - date of installation of ceiling hoist                                                          |

| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |



## Contents

|                                                       |    |
|-------------------------------------------------------|----|
| 1. Document Control.....                              | 2  |
| 1. Introduction .....                                 | 4  |
| 2. Definition of Disability.....                      | 5  |
| 3. Links to Legislation and Guidance Documents .....  | 5  |
| 4. Purpose of the Plan .....                          | 6  |
| 5. Roles and Responsibility .....                     | 6  |
| 5.1 Trust Board.....                                  | 6  |
| 5.2 Headteacher and Senior Leadership Team .....      | 6  |
| 5.3 Class Teachers .....                              | 7  |
| 6. Accessibility Plan 2025 -2026.....                 | 7  |
| 7. Access Audit .....                                 | 10 |
| 8. Appendix 1 – Key Members of Staff referenced ..... | 11 |
| 9. Links to Legislation and Guidance Documents .....  | 11 |
| 10. Approval Signature.....                           | 12 |

| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |

## Introduction

As an inclusive school, we respect and value the diversity of the community we serve. We are committed to raising the attainment of all our students with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of opportunity in every aspect of the life of all students, parents and staff. We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all students for life in a diverse society. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our students and staff. We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all students for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights
- Promoting positive non-discriminatory behaviour
- Ensuring appropriate support for individuals with disabilities within the school
- Ensuring high expectations of all
- Ensuring representation of a wide range of diversity within our curriculum and school community
- Encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our students and staff.

## Definition of Disability

*According to the Equality Act 2010, a person has a disability*

*if: a) He or she has a physical or mental impairment.*

*b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

*According to the act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.*

| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |

## Links to Legislation and Guidance Documents

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with students, parents, staff and governors of the school and will advise other school planning documents.

## Purpose of the Plan

The purpose of this plan is to show how St Paul's Way Trust intends, over time, to increase the accessibility of our school for disabled students. St Paul's Way Trust is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school's SEND policy ensures that staff identify, assess and arrange suitable provision of students with special educational needs and / or disability. Working alongside professionals including the local authority and educational psychologists, the Assistant Head for Learning Support (Secondary) and the Assistant Headteacher SENDCO (Primary) ensure that additional resources, including staffing, are allocated where appropriate through additional high needs funding.

*This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:*

- a. Increasing the extent to which disabled students can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- c. Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

## 5. Roles and Responsibilities

### 5.1 Trust Board

The Trust board has ultimate responsibility for health and safety matters in the school, but delegates operational matters and day-to-day tasks to the Executive Headteacher/Headteacher and staff members.

### 5.2 Headteacher and Senior Leadership Team

- Executive Headteacher
- Head of School Primary and Secondary Phase
- Deputy Headteacher Inclusion

| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |



- Director of Learning AEN
- Deputy Headteacher Primary Phase.
- Operations Manager –Estate, Facilities and IT.

The above staff will have overall responsibility for the strategic development and implementation of the Accessibility plan.

### 5.3 Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Knowing the needs of students in their class groups
- Working closely with Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this accessibility plan.

## 6. Accessibility Plan 2025 -2026

| Targets                                                                      | Strategies                                                                                                                                                                                                                                                                                                                                                                                                             | Outcome                                                                                                | Timeframe | Goals Achieved                                                                         |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------|
| Students with vision impairments have access to the curriculum               | Large print text<br>Larger type used<br>Coloured paper used where appropriate. Use of ICT (large icons on desktop etc.)<br>Appropriate training for relevant staff.<br>Assessment and advice sought from Advisor for VI. Use of objects of reference to aid understanding<br>QA of Pupil Passport strategies in practice in mainstream lessons each half term<br>Review of signage around the school e.g. room numbers | Classrooms are accessible to children who are vision impaired.<br>Improved IEP's for children with VI. | Ongoing   | Physically accessibility of school increased<br><br>Increased access to the curriculum |
| Students with speech and language difficulties have access to the curriculum | ELKLAN trained teaching and support staff SALT in school 1 day per week<br>Speech and Language Therapist                                                                                                                                                                                                                                                                                                               | Classrooms are accessible to children with speech and language Difficulties                            | Ongoing   | Physically accessibility of school increased<br><br>Increased access to the curriculum |

| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |



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|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
|                                                                                                                              | <p>on site 3 days per week (Secondary)<br/>Speech and Language Therapist on site 2.5 days a week (Primary)<br/>Weekly target SALT focus groups and 1;1 interventions</p> <p>Lead SEND Practitioner appointed to lead on SLCN</p> <p>QA of Pupil Passport strategies in practice in mainstream lessons each half term</p> <p>AEN focused drop ins every half term</p> | <p>Liaise with SALT oversee and run intervention programme</p> <p>Identify excellent practice and CPD needs of staff</p>                                                                                                                                                                               | <p>January 2025</p> <p>Start Aut 1 2025</p>                                                          |                                                                         |
| Students who are neurodiverse i.e Autism (ASD) Attention Deficit Hyperactivity Disorder (ADHD) have access to the curriculum | <p>Specialist Outreach Support from Phoenix ASD Specialist school</p> <p>Specialist Trained Higher Level Teaching Assistant for ASD</p> <p>Sensory spaces in Curriculum Support Base</p> <p>Lead SEND Practitioner appointed to lead on ASD</p> <p>Whole staff training on meeting the needs of children with Autism included in inset programme</p>                 | <p>Advice and training for the AEN team</p> <p>Set up and establish Autism intervention and social skills groups</p> <p>Establish safe spaces for self-regulation</p> <p>Liaise with external professionals, oversee and run intervention programme</p> <p>Raise awareness of autism in the school</p> | <p>On going</p> <p>Started Autumn 2023</p> <p>On going</p> <p>November 2024</p> <p>December 2025</p> | Increased access to the curriculum                                      |
| Students with physical disabilities are fully involved in lessons                                                            | <p>Height adjustable desks Disabled toilet access</p> <p>Specialist support from NHS services to adapt curriculum</p>                                                                                                                                                                                                                                                | Physically disabled                                                                                                                                                                                                                                                                                    | On going                                                                                             | <p>All students</p> <p>Physically accessibility of school increased</p> |

| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |





|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             |          |                                                                                               |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------|
| Students with physical disabilities are fully involved at playtimes           | LSA support/transport<br>LA transport.<br>Wheelchair maintenance. Buddy system in place Choices of activities offered<br>Ramp access to adventure playground and slides Cycle track around school field and path in wildlife area                                                                                                                                                                                                                 | students Able to access all outside areas                   | On going | Included In all aspects of school life<br><br>Physically accessibility of school increased    |
| Students with challenging behaviour are fully integrated within the classroom | Behaviour policy in place.<br>Training and support for SEMH.<br>Approach training for all staff.<br>Teaching assistants are used to support appropriate students<br>YIM<br>- Year inclusion meeting<br>SEMH interventions<br>Pastoral Support Plans in place to support students and teachers<br>Behaviour framework refreshers at the start of each term<br>Pastoral support plans in place to provide additional support to pupils and teachers | All staff are able to respond appropriately to all students | Ongoing  | Number of students excluded kept low                                                          |
| Students with hearing impairments have access to the curriculum               | Students placed near front of class. Students spoken to directly<br>Speech reinforced using facial expressions, signs or gestures<br>Speech reinforced with visual back-up print, pictures, concrete materials, symbols and objects of reference<br><br>Deaf awareness training delivered by Teachers of the Deaf (ToDs) throughout the year                                                                                                      | Lesson are accessible to hearing impaired children          | Ongoing  | All students included in all aspects of school life<br><br>Increased access to the curriculum |

| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |



|                                                                                                              |                                                                                                                                                                                            |                                                            |          |                                                                                               |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------|
|                                                                                                              | QA of Pupil Passport strategies in practice in mainstream lessons each half term<br><br>Weekly notices in staff bulletin from Lead Teacher of the Deaf to raise awareness of deaf students |                                                            |          |                                                                                               |
| All members of the Community have equal opportunities to access the School premises and relevant information | School premises are inspected and reviewed to ensure accessibility for all School provides information in range of alternative formats when necessary;                                     | Needs of all members of the school community are fully met | On-going | Physically accessibility of school increased, and delivery of information is available to all |

## 7. Access Audit

| ACCESS AUDIT           |                                                                                       |                                                                                                                                     |                    |                         |
|------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------|
| Feature                | Description                                                                           | Actions to be Taken                                                                                                                 | Person Responsible | Actions to be Completed |
| <b>Corridor access</b> | Corridors wide to accommodate SEND. Floors and corridors kept clear of clutter        | Already achieved                                                                                                                    | Premises Manager   | N/A                     |
| <b>Lifts</b>           | Lifts available to support students with SEND                                         | Lifts available. Lifts subject to an annual maintenance contract.<br><i>Primary Phase: All classrooms are located on one level.</i> | Premises Manager   | N/A                     |
| <b>Parking Bays</b>    | 2 disabled parking bays marked out on site, accessible and situated close to entrance | Parking bays already marked at the rear of the school, Primary Phase to use Trust school's car park.                                | N/A                | N/A                     |

| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |



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|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------|
| <b>Entrances</b>               | Entrances to school wide to accommodate wheelchair users with controlled automatic access                                                                                                                                | Already achieved                                                                                                                                                                                                       | N/A                                                                                                   | N/A      |
| <b>Ramps</b>                   | Ramps in school are regularly maintained.                                                                                                                                                                                | Already achieved                                                                                                                                                                                                       | N/A                                                                                                   | N/A      |
| <b>Toilets</b>                 | Toilets - wheelchair accessible on each floor and close to Learning Support.<br><br>Installation of ceiling hoist in one of the accessible toilets<br><br><i>Primary Phase: All classrooms are located on one level.</i> | Already achieved<br><br>November 2025<br><br>Mobile hoist in Secondary school                                                                                                                                          | N/A                                                                                                   | N/A      |
| <b>Emergency escape routes</b> | Refuge points identified. Fire and Evacuation plan incorporates SEND awareness                                                                                                                                           | Staff made aware how to assist in event of emergency. EVAC chairs are in place.<br><br>Evac Chair trained staff – poster display in offices and classrooms<br>Refresher Evac Chair training takes place each half term | Leader of Learning and additional Teachers with responsibility for Health & Safety. External trainers | On-going |

## 8. Appendix 1 - Key Members of Staff referenced

| Role                                            | Name              |
|-------------------------------------------------|-------------------|
| Executive Headteacher                           | Cath Smith        |
| Head of School - Secondary                      | Firdusi Uddin     |
| Head of School - Primary                        | Siobhan Fehim     |
| Deputy Headteacher Pastoral - Primary           | David Ash-Uwadiae |
| Director of Learning -AEN                       | John Bradley      |
| Operations Manager - Estates, Facilities and IT | Monique Jamera    |

| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |

## 9. Links to Legislation and Guidance Documents

The Equality Act (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance@>

## 10. Approval Signature

**Signature of Executive Headteacher**

**Print name**

**Date**



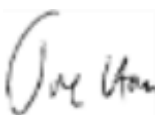
**Cath Smith**

**December 2025**

**Signature of Chair of Governors**

**Print name**

**Date**



**Dr Joe Hall**

**December 2025**

| Version Control |         |          |
|-----------------|---------|----------|
| Date            | Version | Comments |
| November 2025   |         |          |