

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

Accessibility Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: February 2026

Review Date: February 2027

Signed Chair of Governors: February 2026

Date: 23rd February 2026

Our Mission and Ethos

At Whinmoor St Paul's we believe that every child is a unique child of God and lives in a world that God has made. We believe that all adults and children should be given opportunities to **'Let their Light Shine.'** We have a loving, caring community, underpinned by our Christian ethos, in which everyone, regardless of our differences, feels valued, nurtured and secure.

Our Vision...

- To promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning

At Whinmoor St Paul's Primary School we believe that every child is a unique child of God and lives in a world that God has made.

Our aims are to...

- Provide a safe, happy and nurturing environment where every child can achieve their full potential
- Provide a curriculum which is knowledge-rich, wide, progressive, purposeful & connects to our community & the world we live in
- Enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually, and morally in order to enable him/her to achieve their potential
- Develop attitudes which will be positively helpful to the individual child, the whole school and to society in general, valuing all faiths and cultures
- To build strong relationships with the local community, our city and the wider world
And to do all this as a caring community based on strong Christian values.

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA): A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- **increasing the extent to which disabled pupils can participate in the school curriculum**
- **improving the environment of the school to increase the extent to which disabled pupils can take advantage of the education and associated services;**
- **improving delivery to disabled pupils of information which is provided in writing for pupils who are not disabled**

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

The purpose and direction of the school's plan: vision and values

The aim of the policy is to set out the commitment of the Governing Body of Whinmoor St Paul's C of E Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. Whinmoor St Paul's C of E Primary School fulfils the requirements of the National Curriculum and other statutory requirements. In addition the Code of Practice for Special Educational Needs (SEN) informs provision and practice in terms of meeting the needs of children with SEND and other disabilities. The recommendations of Educational Health Plans are followed and there is a full commitment to inclusion and equal opportunities. As a result, pupils' varied life experiences and needs are taken account to ensure they will achieve their full potential. High expectations for all are a key belief of the school and at Whinmoor St Paul's C of E Primary School children with disabilities are expected to participate and achieve in every aspect of school life. However, exceptions are made if the child is a danger to themselves or others, or participation in an activity could be harmful or unpleasant for the child. We are committed to setting appropriate learning challenges, responding to pupils diverse needs, overcoming potential barriers to learning and employing quality assessment to inform planning and next steps in learning.

Context and Provision

Whinmoor St Paul's C of E Primary School is a one form entry Church of England Primary School with a nursery organised on one level with multiple points of access, all of which are accessible. There is an accessible toilet in our main entrance and an individual care suite in the main building. A learning space in 'The Hive,' provides a work space for individual children with special needs. All reasonable adjustments are made for children who require them including effective interventions, differentiated lessons, the purchase of specialist equipment, specialist diets and clothing and annual training where appropriate, for staff. Where it is difficult to fully include children in class lessons advice is sought from specialist teams and areas are created to provide a sense of belonging for the child. Currently, Whinmoor St Paul's C of E Primary School benefits from biweekly support from a Speech Therapist, weekly support from trained Play Therapists.

The progress of children with disabilities is vigorously tracked and comparisons are made between the achievement and attainment of these children and their peers. Where necessary, adaptations are made to the curriculum and equipment is made available to ensure full access. Modifications are made to timings, playtimes, lunchtimes, school trips, after-school clubs etc. to meet the needs of children with specific needs. Appropriate data, when required is submitted for pupils with Health Plans and funding is submitted to the Local Authority (LA) annually so that comparisons with similar pupil groups can be made.

Home visits prior to children joining Nursery and Reception provide valuable information regarding any disabilities which can be addressed prior to the child starting school. At Whinmoor St Paul's C of E Primary School we regularly liaise with parents and professionals involved with the children to ensure we provide the appropriate care for their needs.

At Whinmoor St Paul's C of E Primary School the individuality of all our children, irrespective of differences such as ethnicity, attainment, age disability, gender, sexual orientation, background or any other difference is promoted. We want all our children to have a sense of

belonging to a large and varied family and to celebrate the positive views and beliefs of others. Whinmoor St Paul's C of E Primary School recognises are duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. Our definition of extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Our core mission of diversity and inclusion permeate all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well – considered decisions.

We want to give all our children every opportunity to achieve the highest standards and offer a broad and balance curriculum. The achievements, attitudes and well-being of all our children are a priority and we actively seek to remove the barriers to learning that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our all children.

Our governing body take full responsibility for our school's accessibility plan, with Mrs Vaughan as the head teacher, who delegates this responsibility on a day to day basis to Miss Hamilton, our school SENDCo. The governors ensure the policy is part of a review cycle and review the policy in collaboration with the school's senior leadership team. This policy should be read in conjunction with the following policies:

- School improvement plan;
- SEND policy;
- Health and Safety policies.

Our policy aims to ensure that we work in collaboration with the following agencies to ensure the best opportunities for each child are Whinmoor St Paul's:

- The local authority's accessibility strategy
- Social care
- Health agencies, particularly in respect of meeting the health needs of disabled pupils in school
- Family First

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Updated: February 2026