

# **St.Peter's C.E. Primary School**



## **ACCESSIBILITY PLAN**

Updated: October 2022

To be reviewed: October 2025

# St. Peter's Primary – Accessibility Plan 2022 -2025

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Show how St. Peter's CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils.
- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

We aim to educate all our children to their full potential within a high quality broad and balanced curriculum which is accessible to all. Our key values are: hope, honesty and compassion. We are committed to inclusion for all and strive to create the best possible learning opportunities for all our children to achieve, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The plan will be made available online on the school website, and paper copies are available upon request.

## 2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



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## 3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

**Aim 1 : Improve the physical environment of the school to increase the extent to which pupils with a disability , medical condition or other access needs can access education and associated services.**

| TARGETS                                 | CURRENT GOOD PRACTICE   | STRATEGIES   | TIMESCALE | RESPONSIBILITY    | SUCCESS CRITERIA   |
|---|---|--|-----------|-------------------|--|
| Improve the physical school environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Accessible entrance and exits. The main entrance has been fitted with a low reception hatch and is fully accessible to wheelchair users.</li> <li>• Most classrooms and all of the communal facilities i.e. the hall, community room, pastoral room are fully accessible.</li> <li>• Disabled parking bay.</li> <li>• Disabled toilets and changing facilities in accessible parts of the school</li> <li>• Library shelves at wheelchair-accessible height in the hall</li> <li>• Personalised evacuation plans are put in place as required.</li> </ul> | <ul style="list-style-type: none"> <li>• School will take account of the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</li> </ul> | Ongoing   | SLT and Governors | Evidence that appropriate considerations have been made wherever physical school improvements are carried out. |



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|---|-----------------|--|----------------|------------------------------------|---|
| <p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.</p> | <p>As above</p> | <ul style="list-style-type: none"><li>• Create personalised risk assessments and access plans for individual pupils where necessary.</li><li>• Liaise with external agencies, identifying training needs and implementing training where needed.</li><li>• Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</li><li>• Pupil profiles/medical plans are created for disabled pupils to ensure all relevant information is shared with staff.</li><li>• Access arrangements for statutory assessments are in place in line with government guidance.</li><li>• Alternative methods of recording are in place for pupils that struggle to record in writing eg. the use of iPads and laptops.</li></ul> | <p>Ongoing</p> | <p>SLT and all teaching staff.</p> | <p>As full as possible inclusion for all pupils based on a shared understanding of their needs.</p> <p>Safe evacuation in an emergency.</p> |
|---|-----------------|--|----------------|------------------------------------|---|



**Aim 2 : To increase the extent to which current and prospective pupils with a disability, medical condition or other access needs can participate in the school curriculum.**

| AIM  | CURRENT GOOD PRACTICE  | STRATEGIES   | TIMESCALE      | RESPONSIBILITY                 | SUCCESS CRITERIA  |
|--|--|--|----------------|--------------------------------|---|
| <p>To identify pupils to may need adapted or additional provision.</p> | <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils.</li> </ul> | <ul style="list-style-type: none"> <li>• Liaise with parents/carers and pre-school provers to prepare for the new intake of children into EYFS each year.</li> </ul> | <p>Ongoing</p> | <p>HT/EYFS Lead/<br/>Senco</p> | <p>Appropriate provision in place ready for when the children start school.</p> |



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| <p>To ensure that new class teacher/s know what provision identified children need and have provision in place for the start of the school year.</p> | <ul style="list-style-type: none"> <li>• Transition meetings held at the end of each school year between class teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>• Class teachers to liaise to discuss children with disabilities/additional needs before transition at the end of the year.</li> </ul> | <p>Ongoing</p> | <p>Class teachers.</p>                                      | <p>Appropriate provision in place ready for when the children start school.</p>   |
| <p>To comply with the Equality Act 2010.</p>   | <ul style="list-style-type: none"> <li>• Policies are regularly reviewed to ensure they are inclusive.</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue to review policies to ensure that they reflect inclusive practice and procedure.</li> </ul>                                 | <p>Ongoing</p> | <p>SLT &amp; governors.</p>                                 | <p>All policies clearly reflect inclusive practice and procedures.</p>  |
| <p>To ensure collaboration and information sharing between school and parents.</p>   | <ul style="list-style-type: none"> <li>• Meet the teacher in autumn term.</li> <li>• Parents evenings</li> <li>• Regular reviews for children with additional needs</li> <li>• Parent workshops</li> </ul>  | <ul style="list-style-type: none"> <li>• Establish and maintain close liaison with parents / carers.</li> </ul>   | <p>Ongoing</p> | <p>SLT &amp; all teaching staff.</p>                        | <p>Clear collaborative working approaches through regular child-centred meetings, risk assessment reviews, provision reviews and action planning.</p> |
| <p>To ensure collaboration between all key personnel</p>   | <ul style="list-style-type: none"> <li>• Referrals made to outside agencies eg. SALT, OT, CLAS, ANT, for identified pupils.</li> <li>• Regular reviews with outside agencies regarding progress towards targets.</li> <li>• Regular reviews with Primary SEMH team for identified pupils.</li> <li>• Meetings with Inclusion Lead to discuss strategies/advice to promote inclusion.</li> </ul> | <ul style="list-style-type: none"> <li>• Establish and maintain close liaison with outside agencies for pupils with additional needs.</li> </ul>                              | <p>Ongoing</p> | <p>SLT, all teaching staff &amp; outside professionals.</p> | <p>Clear collaborative working approaches through regular child-centred meetings, risk assessment reviews, provision reviews and action planning.</p> |



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| <p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum, including trips and residential visits as well as extra-curricular provision.</p> | <ul style="list-style-type: none"><li>• Personalised risk assessment written as needed.</li><li>• Liaison with outside agencies for advice/strategies to support identified children in school.</li><li>• Training for staff as needed.</li></ul> | <ul style="list-style-type: none"><li>• Create personalised risk assessments and access plans for identified children.</li><li>• Liaise with external agencies, identifying training needs and implementing training as required.</li></ul> | <p>Ongoing</p> | <p>SLT and all teaching staff, extracurricular service providers and educational visits settings.</p> | <p>Evidence that appropriate considerations and reasonable adjustments have been made.</p> |
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**Aim 3 : To improve the delivery of information to pupils, staff, parents/carers and other members of the school community.**

| AIM  | CURRENT GOOD PRACTICE   | STRATEGIES   | TIMESCALE | RESPONSIBILITY                       | SUCCESS CRITERIA   |
|--|---|--|-----------|--------------------------------------|--|
| To enable improved access to written information for pupils, parents and visitors.   | Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul> | <ul style="list-style-type: none"> <li>• Create and offer information in alternative formats.</li> </ul>   | Ongoing   | SLT and teachers.                    | Evidence that appropriate considerations and reasonable adjustments have been made.  |
| To ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so that they can fully support their child's education. | As above.   | <ul style="list-style-type: none"> <li>• Adopt a pro-active approach to identifying the access requirements of parents/carers and make reasonable adjustments where possible.</li> </ul> | Ongoing   | All school staff and parents/carers. | Evidence that appropriate considerations and reasonable adjustments have been made so that parents/carers can fully support their children in their education. |

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## **4. Monitoring arrangements**

The accessibility plan will be coordinated by the SENCO and monitored by the Head Teacher.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the Headteacher.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy