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# Accessibility plan

## St Peter's CE Primary School



***'Let Your Light Shine'***  
***Matthew 5:16***

At St Peter's we believe that our children can **shine** as we strive for every member of our family to succeed and flourish through our values centered curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.

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## Statement of Intent

At St Peter's CE Primary School we seek to realise the potential of each individual in a supportive and caring environment. Everyone in our school is important and included. We aim to provide a broad and balanced curriculum, Christian commitment and sensitivity, and in partnership with the family, community, encourage all positive aspects of education and social development. Together we strive for high academic standards and to provide a wide variety of experiences to promote interests, life skills, confidence and responsibility now and for later years.

## Principles, Values, Aims and Objectives

**Our Motto is 'Love, Challenge, Inspire and our Mission Statement declares that we believe that in sharing God's Love, challenging one another to succeed and inspiring a love of learning, we will unlock our potential.** A love of learning within a climate of high expectation, love and support is what we aim to provide at St Peter's. We wish pupils to attain the highest standards and to gain life-long experiences from learning.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Peter's CE Primary School we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St Peter's CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the accessibility Plan over the prescribed period.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

## **Legislation and guidance**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The accessibility plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe:
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs; the information should be made available in various formats within a reasonable timeframe.

St Peters CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for the physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all the works

during the life of the accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Resources Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Headteacher
- SENDco
- School Business Manager
- Senior Building Surveyor

## Action plan

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

Aim	Current good practice	Objectives	Actions to be taken & Cost	Person responsible	Date to complete actions by	Success criteria
1) Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	Learning Environment.	Lead review on learning environment from inclusive perspective	Sendco	Ongoing	Raised confidence in strategies for differentiation and increased pupil participation.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Identified in Targeted Learning plans and provision maps	Lead on updating provision maps.	Sendco	Ongoing	
	Curriculum resources include examples of people with disabilities	Resources - review organisation of access to resources	Review resources in school and ensure they are inclusive and demonstrate examples of people with disabilities.	Sendco Subject leaders	Ongoing	Raised awareness of people with disabilities.
	Curriculum progress is tracked for all pupils, including those with a disability.	Review progress of all pupils, including those with a disability	Termly pupil progress meetings to discuss progress	Headteacher SENDco Class teacher	Ongoing	All pupils progress data is tracked and evaluated.

	Targets are set effectively and are appropriate for pupils with additional needs.	Effective and appropriate targets are set for pupils with additional needs.	Termly pupil progress meetings to discuss progress	Headteacher SENDco Class teacher	Ongoing	All pupils have appropriate and effective targets.
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Training – Provide appropriate and relevant ongoing training for all staff on matters of inclusion	Annual curriculum reviews Planning meetings for year groups Monitoring	Headteacher SENDco Class teacher	Ongoing	All staff are aware of individual's needs and adapt the curriculum where necessary

	Educational visits are accessible to all – Each venue is vetted for appropriateness through Evolve	To ensure all pupils are able to access all school trips and engage in a range of activities	Risk assessments completed on Evolve	Class teachers Evolve co-ordinators	Ongoing	All pupils are able to access all school trips and take part in a range of activities.
	Pupils with disabilities can access ICT equipment if appropriate	All children and adults can access the full range of ICT equipment available in school to support their learning	Audit of need ICT equipment to meet needs Specialist support from outside agencies	SENDco ICT co-ordinator Outside agencies	Ongoing	Children have access to ICT equipment to help them with the recording of their work
	All after school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Risk assessments Support from specialist teachers	SENDco Outside agencies Teachers/subject leaders Head teacher	Ongoing	All pupils are able to access after school activities
2) Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at</li> </ul>	Improve external and internal environment access for visually impaired people	Seek support from LA HI and VI advisory teachers	SENDco	Ongoing	Visually impaired people feel safe in school grounds and in school buildings
		To create access plans for individual disabled pupils as when required.	As required	SENDco	Ongoing	Access plans in place.

	<p>wheelchair-accessible height</p> <ul style="list-style-type: none"> <li>• Consideration is given to access during recruitment process</li> <li>• Step edges/ handrails highlighted to support pupils/staff/parents with visual impairments</li> </ul>	<p>Be aware of staff, governors and parent access needs and meet as appropriate.</p>	<p>As required</p>	<p>Headteacher SENDco</p>	<p>Ongoing</p>	<p>All staff, governors and parents access needs are met</p>
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		To ensure that the accessibility plan becomes an annual item at the FGB meeting	Clerk to the Governors to add to the list for FGB meetings	Full Governing Body	Ongoing	Adherence to legislation
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		To ensure all school policies and terms of reference for each committee reflect equality, inclusiveness and implications of accessibility practice	Clerk to the committees to check terms of reference	Each Committee of governors and clerk to the committees	Through policy cycle	All policies clearly reflect inclusive practice and procedure
3. Improve the delivery of information to pupils/parents with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Pictorial or symbolic representations</li> <li>• Dojo system directly linked to parents phones – improving communication channels</li> <li>• School admin team support and help parents to access and complete forms</li> <li>• Phone system allows</li> </ul>	Clear, straight forward and simple communication with parents and Community	<p>Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website.</p> <p>Language used is simple with any education terms/jargon avoided or clearly explained.</p> <p>Parents guides produced and parents sessions run for key areas e.g. phonics,</p>	Admin team	On going	Clear collaborative approach

	<p>parents to leave messages 24 hours a day in different categories e.g. reporting absence – flexible and easier communication between home and</p>		<p>new assessment, Maths no problem sessions, SAT's information evenings.</p> <p>Administration staff aware of individuals who may need information explaining directly or personally.</p>	<p>School Business Manager</p>		
<p>4. Improve the delivery of information to pupils/parents who English is an additional language</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Pictorial or symbolic Representations</li> <li>• School admin team support and help parents to access and complete forms</li> <li>• Currently access to information is translated to individual parents as needed.</li> </ul>	<p>Access to info for pupils, parents, carers for who English is an additional language</p>	<p>Consider Translation tool to be added to the website to allow multi-lingual access</p>	<p>Headteacher/IT technician</p>	<p>On going</p>	<p>School website will become accessible to all</p>
<p><b>5. Improving the quality of information for and about disabled pupils and adults</b></p>	<p>Create an accurate database of pupils, staff and parents / carers with identified disabilities</p>	<p>Awareness of identified disabilities within the school community</p>	<p>Create a database using information held on SIMS/Cpoms</p>	<p>Headteacher SENDco</p>	<p>Ongoing</p>	<p>Up to date database of needs within school</p>





## **Monitoring arrangements**

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

## **Links with other policies**

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

- Teaching and Learning Policy and Curriculum policies
- Behaviour and Anti Bullying Policy
- Health and safety policy and Risk Assessments
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of levels	Stairs are kept clean, tidy and free from obstruction at all times Accessibility to all levels via wheelchair	Maintain and ensure access	Site supervisor	Ongoing
Corridor access	Corridors are wide with enough room for wheelchairs and persons to pass easily	Ensure pupil equipment does not block corridor Maintain and ensure access	Class teachers Site supervisor	Ongoing
Parking bays	Disabled parking bays marked	None required	Site supervisor	Ongoing
Entrances	Ramps to entrance Double doors to allow wheelchair access Enclosed lobby	Maintain and ensure access	Headteacher	Ongoing
Hoists	One portable hoist in school identified for specific pupil	Ensure service	Headteacher	Ongoing
Toilets	2 toilets have disabled access and alarms One of which has hygiene and changing area	Maintain and ensure access	Site supervisor	Ongoing
Reception foyer area	Accessible to wheelchair users	Maintain and ensure access	Head teacher	Ongoing
Emergency escape routes	Emergency evacuation plan in place Personal emergency evacuation plans in place	Ensure testing of system and maintenance Review PEEP	Headteacher Site supervisor	Ongoing