

# Accessibility Plan

St Peter's CE Primary School



**Approved by:**

Draft

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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:

- › Increase the extent to which pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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 equality and inclusion are at the forefront of all we do. We take pride in our school being recommended to families as being highly skilled in all areas of SEND. Our intent is that everyone is welcome and we work hard to meet the needs of all pupils.

### Our vision:

St Peter's C of E Primary School strives to enrich the lives of our pupils, their families and the community around us.

By learning together, we will develop knowledge, understanding and a positive attitude to ourselves and those around us. We will use our St Peter's way as a model to embrace and follow.

Our approach will always be respectful and kind as we challenge ourselves to be better teachers, parents, pupils and members of the school community.

### Our Mission:

It is the mission of St Peter's C of E Primary School to:

- Provide a broad, balanced creative and challenging curriculum which is accessible to all.
- Nurture a stimulating, active and well-resourced learning environment.
- Promote a variety of learning and teaching styles to stimulate all pupils and staff and provide the training and support needed to do this.
- Be a tolerant, caring and supportive place which expects equality and mutual respect.
- Build strong partnerships between home, school, church and the local community.
- Strive for continuous improvement in all that we do.
- Celebrate the successes we achieve together.
- Be a happy and safe place where everyone can thrive and grow.

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

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

The school supports any available partnerships to develop and implement the plan.

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.

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

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. 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 State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a curriculum which has a high level of engagement for all pupils.</p> <ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum using scaffolding and adaptive teaching strategies.</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>	To ensure we provide a multi-sensory approach to teaching which helps all children to engage.	Half termly reviews of subjects.	Subject leaders	Half termly	There will be evidence of multi-sensory, multi media stimulus in teaching of all subjects.
		To scaffold work so that children can access work whilst retaining high expectations	Learning walks and book trawls.	Subject leaders and SLT.	Half termly	There will be evidence of scaffolding and adaptive teaching for the pupils who require this.
		To immerse children in a curriculum which makes links across the subjects thus reducing cognitive overload.	Learning journey approach monitored regularly through book trawls, observations and learning walks.	Subject leaders and SLT	Half termly	All pupils engaging well with learning.

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Improve and maintain access to the physical environment	<p>Our environment is monitored and adapted (where needed) to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Parents / children with disabilities being allowed to park on site when needed.</li> </ul>	To ensure maintenance of ramps	Weekly checks by Premises officer (PO)	PO	Weekly	Maintenance
		To try to increase the number of disabled spaces.	Section 106 money to be used when available	Headteacher	ASAP	Car park extended

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school is able to use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> <li>• ICT (IPADS)to support children who cannot record work</li> <li>• Alternative colour of paper and screens for dyslexic pupils if recommended by a professional dyslexia assessor.</li> </ul>	<p>SENDCo to monitor professional recommendations and ensure adjustments are implemented</p>	<p>SENDCo to monitor professional recommendations and ensure adjustments are implemented</p>	<p>Sendco</p>	<p>ongoing</p>	<p>Children who need the adaptations have the right support in place.</p>

## 4. Monitoring arrangements

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

## 5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy