



St Peter's is a warm, caring and inclusive school where everyone feels valued and can grow in confidence and faith. In this supportive community, children are encouraged to develop enquiring minds, a lifelong love of learning and a respect for other people and cultures. We are led by our core Christian values of Community, Compassion, Truth, Trust, Friendship and Endurance in everything we do, learn and say.

***Be sympathetic, love one another, be compassionate and humble***

*1 Peter 3:8*

## Accessibility Plan

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### Rationale

The School has a duty to ensure:

- disabled pupils (see appendix A for definition) can fully participate in the school curriculum
- the physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services
- that physical and learning environments can be reasonably accessed by disabled pupils to meet their needs

### Aims

- make every child and family feel welcome
- value all pupils equally
- have high expectations of all pupils
- remove all barriers to learning and participation

### Action Points:

- The physical environment of the school will be monitored by the governing body to ensure that all reasonable adjustments are being made
- The accessibility of the curriculum will be monitored by the governing body
- Staff training and awareness will be monitored by the Headteacher
- The governing body will be responsible for ensuring that the terms of reference are reviewed to reflect these responsibilities and that they are included on committee agendas
- Keep a log of current needs and provision

### Broad Guidelines

A disabled pupil can be discriminated against in two ways:

1. By less favourable treatment (there are situations where there may be a reason for less favourable treatment)
2. By the school failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.

The school will review practice and draw up short, medium and long term targets. The action plans will be reviewed by the governing body and staff with a view to improving access for all children.

**Monitored by:** Full Governing Body

**Date adopted:** March 2020

**Next review:** March 2023

**Review Cycle:** 3 Yearly

## Appendix A Identifying Barriers to Accessing the Curriculum

'Disabled' is defined as any child having a barrier to learning, including physical, emotional, behavioural, cultural and/or medical

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils/pupils with medical needs?	✓		Currently - annual training (September) for all staff on 'supporting removal/replacement of tracheostomy tube' for disabled child. One staff member fully trained as second carer for the child by specialist nurse.
Are classrooms optimally organised for disabled pupils?	✓		Adjustments made to meet accessibility needs of disabled pupil in class 2.
Do lessons provide opportunities for all pupils to achieve?	✓		Training on improving accessibility of curriculum for pupils with ASC and Attention difficulties Spring term 2019.
Are lessons responsive to pupil diversity?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		Yes, all pupils access broad and balanced curriculum; music is a strength of the school
Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using lip reading?	✓		
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Is there access to appropriate computer technology for pupils with disabilities?	✓		Yes – voice recorders and text recorders in use for children with fine motor skills impairments, specific learning difficulties or communication impairments

Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓		Children with disabilities/medical needs have been accommodated on all visits and included in sports' activities and fixtures.
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		

## Appendix B Identifying Barriers to Access - Premises

Question	Yes	No	Action/Comment
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?	✓		Doorways have been widened to ensure access to toilet facilities in Helperbees building. Hygeine room in use solely for disabled child.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?	✓		Fixed and portable ramps in place
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓		
Are non-visual guides used, to assist people to use buildings, ie lifts with tactile buttons?		✓	Not applicable
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓	
Are areas to which pupils should have access well lit?	✓		Emergency lighting in corridor of main school leading to disabled access and also in Helperbees building
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓		False ceilings in place to improve acoustics Floors carpeted
Is furniture and equipment selected, adjusted and located appropriately?	✓		Adjustable 'Medical stool' on castors purchased for staff who work with disabled child for back care of staff
Is the equipment in the disabled toilet properly installed and accessible?	✓		Stored in Hygiene Room

## Appendix C Identifying Barriers to Access - Personnel

Area requiring action	Suggested Action	Person responsible	Time Scale	Review
Are teachers, admin and support staff aware of the implications for them of the Disability Discrimination Act?	Share updated policy with all staff	Headteacher and SENco	As needed	On agenda for regular discussion
Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information?	No, but can be provided as needed	Headteacher and SENco	As needed	As needed
Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities eg by reading aloud and explaining diagrams?	Yes, Dyslexia and ASC friendly teaching strategies in place	Monitored by Headteacher		
Does the school have facilities such as ICT to produce written information in different formats?	Yes, in place			Annual
Are staff familiar with technology and practices developed to assist people with disabilities?	Yes software in place	Headteacher		
Are pre-school home visits used effectively to plan ahead for pupils with disability?	If needed/desired by parents	Headteacher / SENco		
Do staff have access to training?	TAs and all teachers have all accessed relevant training to support children with additional needs	Headteacher	Ongoing	Annual
Do policies reflect the school's aims?	Yes, in place	Headteacher	On going	Annual