



Fairness – Kindness – Courage – Hope – Respect

St Peter and St Paul CE Primary School

Accessibility Plan 2019-2021

St Peter and St Paul CE Primary School Accessibility Plan – 2016 to 2019

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Peter and St Paul CE Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At St Peter and St Paul Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life- long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The St Peter and St Paul CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. 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.

3) St Peter and St Paul CE Primary School is committed to providing an environment that enable 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.

4) St Peter and St Paul 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. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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

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

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for 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 of the works during the life of this 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.

9) 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.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are no parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a single story building with wide corridors and several access points from outside. All areas are all on the ground floor which wide door access to all rooms. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, in the admin corridor which is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

At present we have one wheelchair dependent child who attends on day a week and no wheelchair dependent parents or members of staff.

The school has children with a range of disabilities to include moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority *and* Diocese.

6. Action Plan

Improving access to the physical environment of the school

St Peter and St Paul CE Primary School has grown rapidly with two new classrooms added in 2015. Provision, in exceptional cases, will be negotiated

when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the Physical Access

Priority	Action	Success criteria/Outcome	Time frame
Improvements to help the visually impaired	External steps and manhole covers highlighted in yellow / non slip paint	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained	Sept 2017
Improve signage to indicate routes around school	Signs to indicate friendly routes around school. Provide access plan in reception area.	Disabled people aware of wheelchair access to all part of school	Spring 2015

Improving the delivery of curriculum and written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities

and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the

provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

PRIORITY	ACTIONS	SUCCESS CRITERIA /OUTCOME	TIME FRAME
Availability of written material in alternative formats.	The school will make itself aware of the service available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print technology, or contrasting colours.	Initial awareness in Spring 2017 then as needed.
Make available school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all through hard copy and website. Delivery of school information to parents and the local community improved	Autumn 2016
Review documents with a view of ensuring accessibility for pupils with visual impairment when required.	Get advice from LA on alternative formats and use of IT software to produce customized materials.	All school information available for all. Delivery of school information to pupils & parents with visual difficulties improved.	To be considered when the need arises
Audit the library to ensure availability of large print	Audit then purchase of books with larger print	Children can access larger print books	September 2017
To deploy Teaching Assistants effectively to support pupils participation	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil	Pupils needs are appropriately met through effective deployment of skilled support staff	Termly

	needs.	1-1 support for child with learning difficulties is in place All pupils are supported to achieve their full potential.	
All out of school activities are planned to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers. Activities and visits monitored by educational visits co-ordinator. Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils.	Ongoing
To develop a CPD program to ensure staff and governors understand the needs of pupils with disabilities and the strategies to support them.	Staff/ governor training requirements identified. Guest speakers, school nurse, link professionals, inset.	All teachers fully meet the requirements disabled children's needs with regards to accessing the curriculum. CPD monitored by SLT to provide access to training appropriate to needs as identified in SDP/ Appraisal. Increased access to an appropriate curriculum for all pupils.	Ongoing

