



St Peter and St Paul CE Primary School

Accessibility Plan

Purpose of the Plan

The purpose of this plan is to show how St Peter and St Paul CE Primary School intend, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities." Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

Key Aims

- To ensure all disabled pupils are fully involved in school life and are making good progress;
- To identifying barriers to participation and find practical solutions to overcoming these;
- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate;
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils;
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

Principles

- Compliance with the Equality Act is consistent with St Peter and St Paul CE Primary School's vision, values and equal opportunities policy and SEN information report;
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - Not to treat disabled pupils less favourably;
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
 - To publish an accessibility plan;
- In performing their duties, governors have regard to the Equality Act 2010;

- St Peter and St Paul CE Primary School
 - Recognises and values the young person's knowledge of their disability and the parents'/carers knowledge of their child's disability;
 - Recognises the effect their disability has on his/her ability to carry out activities;
 - Respects the parents' and child's right to confidentiality;
- St Peter and St Paul CE Primary School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of St Peter and St Paul CE Primary School, such as participation in after school clubs, leisure and cultural activities or school visits. Our Special Educational Needs and Disability Policy, Local Offer and SEND Information Report outline the provision the School already has in place to support pupils with special educational needs and disabilities (SEND). This includes:

- Identification of SEND at a very early stage, supported by individual graduated support plans and the SEND register;
- High quality teaching from all members of staff;
- Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback;
- Listening to pupil and parent/carers views and considering them in all aspects of school life;
- Regular training opportunities for staff on SEND and appropriate teaching and learning strategies;
- Increasingly specialised in-class support or guidance from trained Teaching Assistants;
- Specific specialist intervention to build skills (particularly for English and Maths) in small groups and/or adapted timetables. Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for pupils;
- Special access arrangements for internal and external exams;
- Specific target setting and monitoring to ensure all pupils with SEND make at least sufficient progress and accelerated progress in intervention groups;
- Regular meetings and conversations with parents and ongoing home-school liaison;
- A structured Y6/7 transition programme for vulnerable students;
- A structured transition programme for vulnerable pupils starting our school
- Multi-agency support coordinated by the school's SENCo and Pastoral Team.

Improving access to the physical environment of St Peter and St Paul CE Primary School

This includes improvements to the physical environment of the school and physical aids to access education. The school environment already incorporates many features to ensure accessibility to pupils with disabilities. These include:

- Disabled parking spaces and access for staff, visitors and parents;
- Disabled toilets;
- The use of physical aids to support learning, such as writing slopes, sensory cushions etc. and specialised resources (e.g. foot blocks, scissors, non-slip mats, sit and move cushions, wedges, pencil grips, stablio pencils, radio aid system, braille resources)
- Appropriate risk assessments
- Learning mentor support
- Consulting with external agencies to support the specific needs of individuals
- Extra transition for vulnerable pupils when needed
- Specialist advice from other professionals such as Physical Disabilities Team, Hearing

- Support, VI Team
- Extra time for assessments
- Staff being informed of individual children's needs
- One level entrances which ensure full access to the school site, including outdoor areas;
- Customised furniture and equipment being available when needed.
- Visual timetables in all classes
- Adaptations to the presentation of information e.g. background colour for slides, coloured overlays, size and style of font.

Improving the delivery of written information to disabled pupils

This includes planning to make written information that is normally provided by each school to its pupils, available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information takes account of pupils' disabilities and pupils' and parent's/carers' preferred formats and be made available within a reasonable time frame.

Teachers and Teaching Assistants consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils. In addition, the school makes the following available as appropriate:

- Differentiated resources with particular attention to reading age, plain English, images and layout;
- Laptops and other digital technologies;
- Voice activated software for use in lessons;
- Coloured overlays for text;
- Tactile/sensory resources;
- Readers and/or scribes in exams, where appropriate.

Financial Planning and control

The Headteacher, Senior Leadership Team (SLT) and the Resources committee review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan – Next Steps

Access to the physical environment				
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame
All members of staff will be aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	To create access plans for individual disabled pupils as part of the GSPs process when required. Be aware of staff, governors and parents' access needs and meet as appropriate. Consider access needs during recruitment process.	SENDCo All staff	Long-term	Continuous/as and when needed
The layout of the school will allow access for all pupils, staff and	Consider the needs of disabled pupils, parents/carers or visitors when any maintenance and redesign takes place. Ensure that all routes are disability friendly,	SENDCo SLT Caretaker Governing Body	Long-term	As required

visitors to all areas including outdoors	such as adaptations for visual needs, appropriate ramps, disabled parking/toilets.			
To ensure all disabled can be safely evacuated	Develop systems to ensure all staff are aware of their responsibility	Headteacher SENDCO	Short-term	As required

Access to the curriculum				
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame
Staff's confidence will be raised when applying strategies for differentiation and increased pupil participation.	Increase confidence of all staff in differentiating the curriculum. Be aware of staff training needs on curriculum access. Assign CPD if required to meet the needs of the children. Regular SEND staff meetings planned each term	SENDCo All staff	Medium-term	As required
Every child will have full access to the wider curriculum (including school trips, clubs and outdoor activities)	Staff will ensure that work and the recording of the learning is differentiated appropriately in order to allow all pupils to access every topic. Review SEND policy. Staff liaise with SENDCO and professionals to ensure they are fully aware of children's needs. Risk assessments and pre-visits as appropriate. SENDCO and SLT liaise with external club providers	SENDCo All staff	Short-term	As required
Ensure classroom support staff have specific training on disability issues	Access CPD as required. Meet with parents as required. Information sharing with all agencies involved with child.	Headteacher SENDCO	Medium-term	As required
ICT software will be used to support learning when needed.	Make sure software is installed where needed for visual impairment and learning difficulties. Increase the use of SEND resources in the classroom. Purchase relevant IT hardware and software.	SENDCo All staff	Long-term	Continuous
All educational visits will be accessible to all.	Develop guidance for staff on making trips accessible, incorporating parent and pupil voice. Ensure each new venue is vetted for appropriateness and an additional risk assessment is completed when needed. All pupils in school will be able to access all educational visits and take part in a range of activities.	SENDCo All staff	Long-term	Continuous
Ensure curriculum is accessible to all languages	Ensure staff have access to Google Translate, identify agencies and individuals to translate if needed, purchase resources in alternative languages, access EMTAS for support	SLT All staff	Long-term	Continuous

The delivery of written information to disabled pupils				
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame
Information to parents/carers will be reviewed regularly to ensure that it is accessible and up to date.	Provide information and letters in clear print and in “simple” English. School office staff and SENDCo will support and help parents to access information and complete school forms. Modify documents as appropriate.	Office Staff SENDCo	Long-term	Continuous – reviewed every term
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment, in addition to other appropriate aids such as writing slopes and overlays.	SENDCo	Long-term	As required
To improve communication with pupils and parents	Ensure website is clear, simple and easy to use. Use of a range of media to keep parents informed. Fortnightly newsletter. X formally Twitter. Modify documents as appropriate.	Office Staff SENDCo SLT	Long-term	As required

Responsibilities

- All staff are responsible for identifying and removing barriers to learning for disabled pupils;
- All leaders are responsible for improving accessibility within their area of responsibility;
- The Governing Board is responsible for the approval of this plan;
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan;
- The SENDCO is responsible for ensuring that all current pupils’ needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled pupils’ needs.

Plan approved by governors: Summer 2025

Plan Review Date: Summer 2027