



St Peter's Catholic Primary School

Accessibility Plan 2019-2022

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children's Board Procedures. For more information go to www.gscb.org.uk

This policy must be read in conjunction with the Safeguarding Incorporating Child Protection Policy and the Equal Opportunities Policy.

Ratified on: 18/07/2019
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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

ST PETER'S CATHOLIC PRIMARY SCHOOL values the contribution that every child and young person can make and welcomes diversity of culture and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All adults, children and young people with disabilities are valued, respected and equal members of the school.

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.

We have included a range of stakeholders in the development of this accessibility plan, including the headteacher, inclusion manager, staff, governing body and pupils.

The school supports any available partnerships to develop and implement the plan, including the Local Authority.

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.

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 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.

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 aids or adjustments to premises.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability.	<p>St. Peter's offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<ul style="list-style-type: none"> Ensure children with impaired vision have full access to school and curriculum. Children with Communication and Interaction Difficulties such as ASD continue to have full access to curriculum. 	<p>Ensure appropriate seating – advice from SENDCo/Advisory Teacher.</p> <p>The school and curriculum is made more accessible to the visually impaired. Ongoing Individual cases to be assessed.</p> <p>Appropriate font size and spacing. Equipment and support as required.</p> <p>All teachers will use a visual timetable.</p> <p>Teachers will consider seating placement taking into account sensory issues.</p> <p>If needed, an area of the classroom will be less</p>	<p>Inclusion Manager</p> <p>Inclusion Manager</p>	<p>Ongoing</p> <p>Ongoing / Nov 2019</p>	<p>Children will be able to participate in all areas of the curriculum.</p> <p>Children will be able to access all areas (albeit these may be adapted) of the curriculum, including enhancement.</p>

		<ul style="list-style-type: none"> To improve the attainment and participation of pupils with social, emotional and mental health difficulties. 	<p>sensory stimulating.</p> <p>Staff to have attended Level 1 ASD training provided by ATS</p> <p>Review current support with safeguarding team for children with SEMH difficulties and adapt as required.</p> <p>Continue to implement THRIVE programme.</p> <p>Review and adapt behaviour policy to meet the needs of pupils with SEND.</p> <p>Explore further ways of signposting parents to support.</p> <p>Attend Pyramid Club training and implement in school in 19/20.</p>	Inclusion Manager	Ongoing	<p>Staff will have a greater knowledge of how to support children</p> <p>Pupils with SEMH needs are supported better in school. Parents feel supported.</p>
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<p>Improve and maintain access to the physical environment.</p>	<p>St. Peter's is a new school (2011), built with disability access in mind.</p> <p>It is over two stories which can internally be accessed via a lift, or externally via a wrap-around paved ramp.</p> <p>There are accessible toilets in each of the key areas along with a wet room with showering facilities.</p> <p>Corridors and doorways are wide to allow for wheel chair access.</p> <p>Two disabled bays are available in the car park.</p> <p>The school has a defibrillator located centrally.</p>	<p>Children and staff with physical disabilities have full access to as much of school as possible.</p>	<p>Handrails to be placed on both right and left hand sides to support pupil with CP.</p> <p>Pupil needs assessment completed and shared with staff so needs understood.</p>	<p>Site Manager</p>	<p>May 2019</p>	<p>Pupil will be able to independently access playground and hallways independently.</p>
			<p>Y3/4 girls/boys toilets to be swapped around.</p> <p>Toilets to have hooks so that temporary mirror and bag can be hung to support pupil with continence difficulties.</p>	<p>Inclusion manager</p>	<p>Jan 2019</p>	
<p>Improve the delivery of information to pupils/parents with a disability.</p>	<p>St. Peter's uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	<p>Information is accessible to all.</p>	<p>Information to be shared in a range of formats; email, paper copies, large print.</p> <p>Support for some using TA translators.</p>	<p>Inclusion manager / office staff.</p>	<p>ongoing</p>	<p>Information is understood by all.</p>

4. 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 Headteacher (Mrs Baron), SEN governor (Mrs Foran) and the governing body.

5. Links with other policies

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

- Health and safety policy
- Special educational needs and disabilities policy
- Special educational needs (SEN) information report

Policy reviewed by

Mrs Caroline Osborne-Jones Inclusion Manager

Mrs Kirsty Foran SEND governor

Date -

Review due -