St. Peter's Catholic Primary School

Accessibility Plan 2023 - 2025

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 Catholic Primary School, we know that disabled pupils may or may not have special educational needs. We also recognise that social and behavioural difficulties are part of the disabled definition.

Paper copies of this plan 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 pupils, parents, staff and governors of the school.

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.

Areas of Planning Responsibilities

A. Increasing access for disabled pupils to the school curriculum.
B. Improving access to the physical environment of the school.
C. Improving the delivery of the written information to disabled pupils and disabled parents / carers.

Current Range of Known Disabilities

The school has pupils with a range of disabilities, including physical, learning, behavioural and social difficulties.

At present, we have one hearing impaired child. Support has been put into place to enable them to access all areas of the curriculum. We have had grandparents with limited mobility and have made adjustments to our access arrangements to enable them to attend meetings and performances.

Contextual Information

The school is on a split level with a ramp. There is a toilet with access for people with physical disabilities. The O (outside gazebo) is not easily accessed, as it is accessed via stairs. All classrooms extend from the main corridor to ensure easier access to learning areas. The office and disabled toilet are also accessed from the main corridor.

A. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning is at the heart of the work of the school. 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 each child's needs within mixed ability, inclusive classes.

Target	Strategies	Time-Scale	Responsibility	Outcome
Ensure all staff are aware of disabled pupils curriculum access needs.	Set up individual Health Care Plans for disabled pupils as required. Information sharing with all agencies involved with the pupil and parents.	As required	SENDCo	All staff aware of individual needs.
Ensure that appropriate physical aids are provided to meet the needs of disabled pupils.	Seek and follow advice from other agencies as appropriate.	As required	SENDCo	Pupils have the appropriate physical aids to enable them to access the curriculum.
Use IT software to support learning appropriately.	Make sure software is installed where needed.	As required	SENDCo & IT admin	Wider use of SEND resources in classrooms where appropriate.
All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible. Ensure each new venue is risk assessed for appropriateness.	As required	EVC & SENDCo	All pupils able to access all educational visits and take part in a range of activities.
Review P.E curriculum to ensure P.E is accessible to all.	Gather information on accessible P.E and disability sports. Seek disabled sports people to come into school.	As required	P.E subject leader & SENDCo	All have access to P.E and to be able to succeed.

B. Improving access to the physical environment of the school

We will ensure that the physical environment of the school is appropriate to the current needs of our school community.

Target	Strategies	Time-scale and responsibility	Success Criteria
The school is aware of access needs of disabled pupils, staff, parents / carers, governors and visitors and will give due consideration to this when formalising the annual budgets.	To ensure that disabled pupils have a Health Care Plan as needed. Be aware of staff, governors and parents / carers access needs and meet as appropriate. Consider access needs during the recruitment process.	As required. Induction and on-going if required. Recruitment process. Headteacher & SENDCo	Health Care Plans are in place for disabled pupils and all staff aware of all pupils needs. All staff and governors feel confident that their needs are met. Parents / carers have full access to all school events and activities. Access issues do not influence recruitment and retention issues.
Explore the possibility of additional spaces.	LCVAP WSCC Surveys	SLT Governing Body Dependent on grant time-scales	Space for SEND and non-SEND children to receive effectively delivered intervention programmes and strategies.

C. **Improving the delivery of written information to disabled pupils and disabled parents / carers.**

The will include making written information which is normally provided by the school available to all. Examples might include worksheets, books and information about school events. The presentation of the information should take account of disabilities and preferred formats and be made available within a reasonable time frame.

In planning to make written information available to disabled pupils we aim 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 school's IT infrastructure will enable us to access a range of material supportive to need.

Target	Strategies	Time-scale	Responsibility	Success
Review information to current parents / carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office and / or the SENDCo will help and support parents / carers to access information and complete forms relating to their child's needs, as required. Ensure website and all documents are accessible via the school website and that they can be accessed by all, including the visually impaired.	During induction. On-going.	School Office and Admin staff & SENDCO.	All parents receive key information in a format that they can access.
Provide information in other languages (including sign language) for pupils and parents / carers.	Access to translators, sign language. Interpreters to be offered if necessary and possible.	As required.	SENDCo	Pupils and parents / carers feel supported and included.