



St Peter & St Paul

CofE Primary School

Accessibility Plan 2020-23

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	July 2020	Mr Steve Ginn Head Teacher
Agreed by Governors	July 2020	Mrs N Ford Chair of Governors
Lead:	Finance & Resources Committee & SEND Governor	
Review date:	July 2023	

Our School Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

Purpose of the Plan

The purpose of this plan is to show how St Peter and St Paul CE Primary School intends, over time, to increase the accessibility of our school for pupils with disabilities. Our School is committed to providing an environment that enables full curriculum access, and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

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.

Legal Background

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".

At St Peter & St Paul CE Primary School we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The Accessibility Plan is structured to complement and support the school's Equality Objectives. (It's not clear that it does this).

The Accessibility Plan 2020-23 sets out targets for our school to increase access to education for pupils with disabilities in these three areas:

- Increase the extent to which pupils with disabilities can participate in the curriculum. This includes providing a broad and balanced curriculum and opportunities for participation in after-school clubs, leisure and cultural activities or school 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 the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided, within a reasonable timeframe;

- Improve the availability of accessible information to pupils with disabilities; examples might include adaptations to 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.

Training

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

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head Teacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily. For further information please see the Trust policy for Handling Complaints.

Good Practice

Information is gathered about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have already provided.

Physical Environment

Due to the design, layout and age of the premises, there are certain classrooms and learning areas in the school which present challenges to pupils with physical impairments. Careful consideration is given to the location of year groups within an academic year, to ensure that difficulties are minimised as much as possible. All reasonable adjustments are made to support as full an involvement as possible with the physical environment of the school.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum may present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We would seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

The school undertakes the following to best meet the needs of all pupils:

- Offering a differentiated curriculum for all pupils
- Tracking curriculum progress for all pupils, including those with a disability.
- Setting effective targets that are appropriate for pupils with additional needs.
- Ensuring the curriculum is reviewed to meets the needs of all pupils.
- Tailoring curriculum resources to the needs of pupils who require support to access the curriculum.

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 governing body.

The review process is delegated to the Finance & Resources Committee (F&R) with input from the SEND Named Governor.

Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- ASST Health and Safety policy
- Public Sector Equality Duty (equality information and objectives)
- Special Educational Needs (SEN) information report
- Special Educational Needs & Disability policy
- Supporting Pupils with Medical Conditions policy
- Behaviour & Discipline policy
- Handling Complaints policy

Action plan – targets 2020-2023

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Long Term Targets	Action Required	Lead Person	Success Criteria
<p><i>Increase access to the curriculum for pupils with a disability</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase confidence of all staff in differentiating the curriculum <input type="checkbox"/> All educational visits to be accessible to all <input type="checkbox"/> Ensure the hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children <input type="checkbox"/> Ensure that classrooms are autism-friendly where appropriate 	<p>Disability/SEND training provided for all staff when available</p> <p>All school activities are planned and risk assessed to include all children</p> <p>Layout of all classrooms continually reviewed and improved depending on needs of individual pupils</p> <p>On-going, based on need</p>	<p>HT/ SENDCo</p> <p>Class teacher</p> <p>SENDCo / class teachers</p> <p>SENDCo</p>	
<p><i>Improve and maintain access to the physical environment</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Evacuation Plans are reviewed in light of new classrooms at the start of the academic year <input type="checkbox"/> All steps to be marked with high contrast edges and accessible handrails needed on all stairs 	<p>Reviewed annually</p> <p>Requirement assessed on an annual basis</p>	<p>HT</p> <p>Head Teacher/ caretaker</p>	
<p><i>Improve the delivery of information to pupils with a disability</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore translation and other applications as part of the new school website design <input type="checkbox"/> Improve the delivery of information in writing in plain English in an appropriate format by providing suitably enlarged, clear print and matt laminates for pupils with a visual impairment <input type="checkbox"/> Explore the use of a dyslexia app to assist with reading difficulties 	<p>New website within the 2019-2020 academic year</p> <p>Review provision annually as required</p> <p>Trial use within the 2019-2020 academic year</p>	<p>HT</p> <p>Office staff</p> <p>HT</p>	

Document History

Version	Date	Comments
Issue 1	July 2018	Initial policy drafted and approved.
Issue 2	July 2020	Reviewed and updated