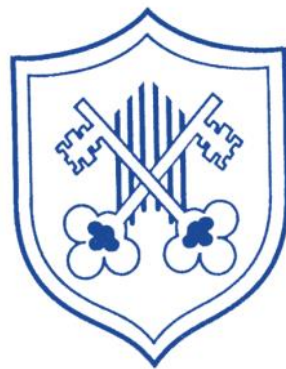




Mid-Trent  
Multi Academy Trust



St. Peter's Church of England Primary School  
'Opening Doors with Learning, Faith and Care'

# Accessibility Plan 2021-2024

**Published:** 18<sup>th</sup> February 2021

**Approved by:** St. Peter's LAC

**Last Reviewed and Updated:** 18<sup>th</sup> February 2021

**Next Plan Due:** February 2024

## 1. Vision Statement

In our school our Christian vision shapes all we do:

*'Opening Doors with Learning, Faith and Care'*

Through actively opening doors for everyone in our community, we remove barriers and support all to appreciate 'life in all its fullness' (John 10:10).

As a learning community, we nurture and grow each other as individuals, encouraging all to stretch themselves spiritually, morally, intellectually, emotionally, socially and physically in order to achieve more than they dreamed possible.

We understand that our adventures may be littered with challenges, but with friendship, perseverance and courage we know that 'we can do all things through Christ who strengthens us' (Philippians 4 v 13).

Through this vision, we promote equity through actively identifying and removing barriers for all in our community to experience 'life in all its fullness' (John 10:10). It is this belief, held by all in all in our school community, that drives us to improve accessibility for all. In order for every child to grow spiritually, morally, intellectually, emotionally, socially and physically they need to access the whole curriculum and every part of our school premises.

## 2. Purpose

The purpose of this plan is to show how St. Peter's CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils. St. Peter's CE Primary School is committed to providing an environment that enables 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.

## 3. Aims

All 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

Our school affords dignity and respect to all pupils and members of our wider school family. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are transparent in our approach to ensuring equality and as such, this plan is made available online through our school website, and paper copies are available on request from the school office.

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 all members of our school family in the development of this accessibility plan, including pupils, parents, staff, volunteers and LAC members.

## 4. 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. It also meets the expectations outlined in Staffordshire's Accessibility Strategy 2021-2024.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## 5. Action Plan

The school's Action Plan for the period 2021-2024 is included in **Appendix A**.

## 6. Monitoring, Review and Evaluation

This plan is valid for a period of 3 years, after which a new plan will be developed in collaboration with all stakeholders as part of our ongoing commitment to improving the accessibility of our curriculum, site and communications.

Progress against this plan will be monitored and evaluated annually to ensure progress by the Headteacher and the school's LAC committee.

## 7. Links with Other Policies

In addition to this accessibility plan, the following policies and documents support the school's aims to improve access for all:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Mental-Health and Wellbeing Policy
- Collective Worship Policy

## Appendix A: St. Peter's Church of England Primary School Accessibility Action Plan

<b>AIM:</b> Increase access to the curriculum for pupils with a disability.				
<b>ESTABLISHED PRACTICES:</b>				
<ul style="list-style-type: none"> <li>• Our school champions inclusion and supports all learners to access the curriculum in the classroom. We support the principle of keep-up not catch-up.</li> <li>• We utilise a range of resources (including manipulatives) to tailor our pedagogical approach to pupil needs.</li> <li>• We employ a MAT SENCo who champions every child and supports teachers and support staff in ensuring they have full access to the school curriculum through their individual education plans and EHCPs.</li> <li>• Progress and attainment of all learners is tracked on an individual basis with high expectations set for all learners, this includes those with SEND.</li> <li>• Targets are set for pupils individually, they take account of pupils' disabilities, but do not automatically accept this as a reason for low attainment.</li> <li>• The curriculum is reviewed to ensure that it reflects the needs of learners in the school at any given time.</li> </ul>				
Target	Strategies	Person's Responsible	Timescale	Success Criteria
To ensure that curriculum resources are up to date and reflect positive images of those with SEND.	<ol style="list-style-type: none"> <li>1. Core subject review of resources and materials to identify where positive messages of SEND are promoted.</li> <li>2. Remove out-dated resources which do not reflect the school's inclusive ethos.</li> <li>3. Source additional resources where gaps in provision are identified.</li> <li>4. Utilise drop-down days to celebrate diversity within the school community and beyond.</li> </ol>	<p>Subject Leads</p> <p>Subject Leads</p> <p>Subject Leads</p> <p>CP</p>	<p>Summer 2024</p> <p>Ongoing</p> <p>Sept 2022</p> <p>March 2021</p>	
To ensure that all staff have a developed knowledge and understanding of a range of learning disabilities and how to support learners in overcoming barriers to learning in the classroom.	<ol style="list-style-type: none"> <li>1. Employ MAT SENCo with expertise to identify staff development needs.</li> <li>2. Complete an audit of staff knowledge and skills regarding SEND.</li> <li>3. Plan a programme of development for staff at all levels to learn more about the SEND in school and how</li> </ol>	<p>MAT LF</p> <p>LY</p> <p>LY</p>	<p>January 2021</p> <p>Summer 2021</p> <p>September 2021</p>	

	<p>best to support them in the classroom.</p> <p>4. Draw upon expertise from within and beyond the MAT to deliver the highest quality training for all.</p>	LY	September 2021	
To include, within all pupil support plans, adjustments to be made within the classroom to enable learners to succeed.	<p>1. Re-design LPs in place to include discussion about adjustments to be made within the classroom.</p> <p>2. Identify a champion for every child in school with SEND, as an expert for teachers to seek support and run-curriculum plans past before implementation.</p> <p>3. Allocate time, each half-term, for teacher, champion and SENCo to review learning plans collaboratively and plan next steps.</p> <p>4. Identify any areas of the school site which are not wheelchair accessible (ICT suite) and consider changes that can be made to ensure that all are able to access the whole curriculum.</p>	<p>LY</p> <p>JD and SG</p> <p>LY and CP</p> <p>CP</p>	<p>Summer 2021</p> <p>September 2021</p> <p>Ongoing from September 2021</p> <p>September 2023</p>	

**AIM:** Improve and maintain access to the physical environment.

**ESTABLISHED PRACTICES:**

*The school environment is adapted to meet the needs of pupils in school. This includes:*

- *Ramps to entrances and playground areas are in place, this includes all external areas of the site where there are steps.*
- *Internal corridors are wide and accessible via wheelchair, they are clear and clutter free.*
- *Resources are generally at child height, making them accessible to those in a wheelchair. Disabled parking bays*
- *External pathways are well lit, walkways are paved and in a good state of repair.*

Target	Strategies	Person's Responsible	Timescale	Success Criteria
To improve the accessibility of the whole-school site for wheelchair users.	<ol style="list-style-type: none"> <li>1. Identify possible locations within the school building to install a disabled toilet facility.</li> <li>2. Source funding/support to enable disabled toilet to be created.</li> <li>3. Signpost parents/carers attending events to use wheelchair friendly access routes in communications.</li> <li>4. Designate a disabled parking space on the school car park for parents/carers/visitors.</li> <li>5. Signpost wheelchair access routes to all areas of the school site, identifying when these routes are outside the school building.</li> <li>6. Consider changing the main school doorway to remove step.</li> </ol>	<p>CP and DB</p> <p>CP and AN</p> <p>CP</p> <p>CP and DB</p> <p>CP</p> <p>CP</p>	<p>Sept 2022</p> <p>Jan 2023</p> <p>Summer 2021</p> <p>Sept 2022</p> <p>Summer 2021</p> <p>April 2023</p>	
To create a quiet, sensory space within the school building for pupils with SEND and SEMH needs to access during and beyond the school day.	<ol style="list-style-type: none"> <li>1. Identify location within the school to create a safe-space, quiet and nurturing.</li> <li>2. Create an action plan to develop the space, including resourcing sensory lighting equipment.</li> </ol>	<p>LE and CP</p> <p>LE and CP</p>	<p>February 2021</p> <p>February 2021</p>	

**AIM:** Improve the delivery of information to pupils with a disability.

**ESTABLISHED PRACTICES:**

*Our school uses a range of communication methods to ensure information is accessible. This includes:*

- *Internal signage*
- *Large print resources/ exam papers*
- *Pictorial or symbolic representations (communication in print) used to support verbal/written instructions.*
- *Dyslexia friendly backgrounds used in presentations, dyslexia friendly fonts and coloured overlays provided for specific pupils.*
- *Letters and communications translated into different languages and videos used to convey key information verbally.*
- *Parent/Carer forms completed electronically with 'Immersive Reader' enabled.*
- *Accessibility plan, SEND Information report and link to SEND Local Offer all available on school website.*

Target	Strategies	Person's Responsible	Timescale	Success Criteria
To ensure that feedback given to pupils with SEND is delivered in a way which has the greatest impact on outcomes for learning.	<ol style="list-style-type: none"> <li>1. Meet with focus group of SEND learners to discuss feedback they are given on their learning, identify what works best for them and share this with teachers.</li> <li>2. Identify within each pupils learning plan, how feedback to improve outcomes is best delivered.</li> <li>3. Re-develop the school's marking and feedback policy with this in mind.</li> </ol>	CP and LY     LY and Teachers   CP/HO	Sept 2021   Sept 2021  Sept 2021	
To further utilise online tools to present information in a variety of accessible formats.	<ol style="list-style-type: none"> <li>1. Include questions within annual questionnaire to identify how parents/carers best like to receive information from school.</li> <li>2. Identify parents/carers who may be in need of information in a different format.</li> <li>3. Explore communication tools already in use to see what tools they have available for translating/reading information.</li> </ol>	CP  CP and SR  CP and SR	July 2021 July 2022 July 2023  Sept 2021 Sept 2022 Sept 2023  Sept 2021	