ST PETER'S CHURCH OF ENGLAND PRIMARY & NURSERY SCHOOL

St Peter's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Accessibility Plan 2018-2021

Statement of intent

St Peter's CE Primary & Nursery School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

St Peter's is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carer questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

Legal framework

This policy has due regard to statutory legislation including:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

As well as national guidance including 'The Equality Act 2010 and schools', DFE (2014)

This policy will be used in conjunction with the following school policies and procedures:

- Equality Plan & Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions / Administering Medication Policy
- Anti-Bullying Policy
- Health and Safety Policy
- School Development Plan

Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times and are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.

The Headteacher, in conjunction with the Behaviour & Welfare Committee of St Peter's Governing Body, will create an Accessibility Plan with the intention of improving the school's accessibility. The Behaviour & Welfare Committee will be responsible for monitoring the Accessibility Plan.

The special educational needs and disabilities coordinator (SENDCO) will work closely with the Headteacher to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Equality Policy, as well as the Special Educational Needs and Disabilities Policy. It demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

The plan has the following key aims:

- **To increase the extent to which pupils with disabilities can participate in the curriculum**
- **To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer**
- **To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.**

The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in Spring 2021. St Peter's will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

Equal opportunities

St Peter's strives to ensure that all existing and potential pupils are given the same opportunities and are committed to developing a culture of inclusion, support and awareness. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need. The school will also make all reasonable adjustments to allow pupils with SEND to participate in all school activities, including all extracurricular activities.

Admissions

St Peter's will act in accordance with the Admissions Policy and will apply the same entry criteria to all pupils and potential pupils. Information will be obtained on future pupils in order to facilitate advanced planning, and prospective parents/carers of children with EH&CP and SEND, will be invited to a transition meeting prior to the pupil starting school in order to discuss the their specific needs.

Curriculum

St Peter's is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

St Peter's aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress. Teachers and the SENDCO will work together to adapt a pupil's Learning Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the child and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application will be made for any particular disability or impairment. There are established procedures for the identification and support of pupils with SEND in place at St Peter's and specialist resources are available for pupils with visual impairments, such a large print reading books.

Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

Physical environment

St Peter's is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

St Peter's is a two storey building with wide corridors and several access points from outside. Where entrances to the school are not flat, a ramp is supplied for access, wide doors are fitted throughout the school to allow for wheelchair access and the corridor flooring and lighting is designed to support those who are visually impaired. On-site car parking for staff and visitors includes a dedicated disabled parking bay. The main entrance features a secure lobby, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one next door to the library and one in the Learning Centre. All these are fitted with a handrail and a pull emergency cord.

The hall is on the ground floor and is accessible to all. All classrooms, apart from the two Y6 classrooms, are on the ground floor with wide door access to all rooms. The two Y6 classrooms are accessed by a staircase. There is no wheelchair access.

The school has internal emergency signage and escape routes are clearly marked.

Monitoring and review

This policy will be reviewed on an annual basis by the Headteacher and SENDCO, or when new legislation/guidance concerning equality and disability is published.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Policy written by: Fiona Russell (Headteacher)
Adopted by the Behaviour & Welfare Committee: Spring 2018
Policy to be reviewed by the Behaviour & Welfare Committee: Spring 2021

Accessibility Action Plan 2018 - 2021

Aim	Strategies	Timescale	Leads	Success Criteria
To effectively meet the needs of all children with a disability.	• Treat each child with a disability as an individual, working with parents / carers and children well in advance of them starting at St Peter's to identify how best to support them on a case by case basis; • Be flexible in our approach, adapting the timetable and sourcing appropriate high quality resources and support to enable a successful transition and journey through St Peter's; • Meet with children and parents at least termly to review their needs and progress made.	Ongoing	Headteacher SENDCO Class Teachers External agencies	Children have a smooth transition into school and parents feel confident in our ability to nurture and support their child, both at the outset and throughout their time at St Peter's.

<u>Aim 1</u> To increase the extent to which children with disabilities can participate in the school curriculum

Strategies	Timescale	Leads	Success Criteria
• Develop a personalised learning plan, detailing the curriculum the individual child will follow according to their age and ability; • Differentiate / modify the curriculum (and related resources) to enable the child to access it; • Disapply the curriculum where the content is inappropriate if this applies, e.g. Foreign Languages; • Seek appropriate advice and support from external agencies, e.g. Sensory Inclusion Service; • Produce a risk assessment to alert staff to the potential risks children with specific disabilities will face and ensure their safety at school, e.g. a named member of staff being responsible for a hearing impaired child during a fire alarm; • Provide targeted professional development for staff to meet the needs of individual children; • Further develop TA specialisms by providing TAs with high quality, targeted training in pre-tutoring, effective interventions, pastoral support (including social skills), speech and language, the management of dyspraxia, leading a nurture group…; • Source specialist equipment from appropriate sources; • Provide a quiet, calm space, and accessible pastoral support, for children to freely access if they feel they need it; • Create positive images of disability within the school so that all children grow into adults who have some understanding of the needs of disabled people; • SENDCO to meet with teachers of children with SEND each term to review their support and progress;	Ongoing	SENDCO Headteacher Class Teachers	Children are happy and feel confident in their ability to achieve well and be a good learner. Classroom practice is highly effective at engaging and meeting the needs of children with a disability. The curriculum is appropriate to the needs of each individual child and enables maximum progress to be made. Children have access to specialist or **auxiliary aids and equipment,** which may assist them in accessing the curriculum within a reasonable timeframe. Provision mapping shows clear steps and good progress towards

• Learning plans are shared with parents and children each term; • The progress of children with SEND is reviewed at least half-termly with team leaders; • All clubs and visits are made accessible to all children; • Hire a disabled bike from Quest to enabled disabled children to access Bikeability for Year 1, 3 and 5; • Employ individualised multi-sensory teaching strategies for strategies for children with an autistic spectrum condition.			LP outcomes. Equal access for all.

<u>Aim 2</u>: To improve the physical environment of the school to increase the extent to which children with a disability can take advantage of education and associated services.

Strategies	Timescale	Leads	Success Criteria
• Take account of the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes and more accessible facilities and fittings. • Create a risk assessment for each child with a disability; • Provide additional lunchtime support as needed to enable children with disabilities to access the adventure playground / school field; • Provide a wide range of appropriate and , as necessary, specialised games and equipment; • Provide a ground floor meeting room and a disabled parking space for parents with a disability to attend meetings and park; • Ensure car parks, playgrounds and paths are accessible for all by identifying and eliminating hazards through regular safety reviews.	With immediate effect to be constantly reviewed	Business Manager Headteacher SENDCO	Enabling needs to be met where possible and children / parents with a disability to have equal and safe access to the all areas of the school.

<u>Aim 3:</u> To improve the delivery of information to children with a disability and parents

Strategies	Timescale	Leads	Success Criteria
Written Communication • Provide letters in large print as appropriate; • Source large print texts for class and school libraries; • Increase the font size, adapt page layouts and provide coloured overlays / exercise books for visually impaired children; • Ensure signage around school is accessible to all; • All staff working with a child with a disability to be fully informed of their medical, learning and pastoral support needs and how best to support them; • Photos of children with significant health problems to be shared with all relevant staff and stored confidentially; **Verbal Communication**	Continually review and improve	SENDCO Leadership Team Class Teachers	Effective communication of information about disabilities throughout school. Good communication with parents enables a high level of care to be provided for children with disabilities.

• The SENDCO to meet with new staff prior to them working with a child with a disability to ensure they are aware of the child's individual needs and strengths; • Provide an interpreter for parents' evening/annual review as appropriate; • Provide regular meetings with parents to keep them updated as to their child's progress and ensure good two-way communication.			