

Accessibility Plan



ST PETER'S
CE PRIMARY & NURSERY
SCHOOL WEM

'Together we create a happy, caring environment empowering all to dream, believe and achieve.'

teamwork respect, honesty, Spirituality and care fairness ambition

Ask and it will be given to you; seek and you shall find; knock and the door will be opened to you. For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened.'

Mathew 7:7/8'

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Aims of the Accessibility Plan

This plan outlines how St Peter's aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, Empower Trust must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

- 1.1. The senior leadership team will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the senior leadership team will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the senior leadership team will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the senior leadership team will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the senior leadership team will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

AIM 1: to increase the extent to which pupils with disabilities can participate in the curriculum

Strategies	Timescale	Leads	Success Criteria
<ul style="list-style-type: none"> • 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. MFL; • 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 pupils grow into adults who have some understanding of the needs of disabled people; • SENCo to meet with teachers of children with SEND each term to review their support and progress; • Learning plans are shared with parents and children each term; • The progress of children with SEND is reviewed at least half-termly; • All clubs and visits are made accessible to all children; • Hire a disabled bike from Quest to enabled disabled children to access Bikeability; • Employ individualised multi-sensory teaching strategies for children with an autistic spectrum condition. 	Ongoing	SENCo Class Teachers	<p>Children are happy and feel confident in their ability to achieve well and be a good learner.</p> <p>Classroom practice is highly effective at engaging and meeting the needs of children with a disability.</p> <p>The curriculum is appropriate to the needs of each individual child and enables maximum progress to be made</p> <p>Children have access to specialist or auxiliary aids and equipment, which may assist them in accessing the curriculum within a reasonable timeframe.</p> <p>Provision mapping shows clear steps and good progress towards LP outcomes.</p> <p>Equal access for all.</p>

Aim 2: 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
<ul style="list-style-type: none"> • 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 their vehicle; • Ensure car parks, playgrounds and paths are accessible for all by identifying and eliminating hazards through regular safety reviews. 	<p>With immediate effect to be constantly reviewed</p>	<p>Business Manager Headteacher Teaching and non-teaching staff Lunchtime Supervisors</p>	<p>Enabling needs to be met where possible and children (staff and parents) with a disability to have equal and safe access to the all areas of the school.</p>

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

Strategies	Timescale	Leads	Success Criteria
<p>Written Communication</p> <ul style="list-style-type: none"> • 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. <p>Verbal Communication</p> <ul style="list-style-type: none"> • The SENCO 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. 	Continually review and improve	SLT SENCo Class Teachers	<p>Effective communication of information about disabilities throughout school.</p> <p>Good communication with parents enables a high level of care to be provided for children with disabilities.</p>