



St. Peter's C of E Primary School Accessibility Plan 2023 – 2024

St. Peter's C of E Primary School is committed to reducing barriers to learning and assessment and improving the access to inclusive education of all learners with special needs or disabilities. St. Peter's C of E Primary School provides a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social and cultural needs.

The school's accessibility plan addresses our duty under the Children and Families Act (2014), The SEND Code of Practice (2015) and the Equalities Act (2010). All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed. (Keeping Children Safe in Education September 2022)

Targets	Current good practice	Strategies	Timescale	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>We are a fully inclusive school. The SENCo, Bettina Houghton, meets termly with other local primary schools where areas of pupil needs and strategies to support students can be discussed to ensure pupils can access the curriculum.</p> <p>The staff receive training in making the curriculum accessible to all pupils, and they are aware of its importance.</p> <p>The school will follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts to ensure barriers are minimised.</p> <p>Risk assessments are undertaken for all school trips which take accessibility and movement around sites into consideration.</p>	<p>Continue to develop staff understanding and commitment to an inclusive approach to teaching and learning – revisit in light of newly appointed staff.</p> <p>Promote and ensure 'Quality First Teaching' delivered in all classes. To extend curriculum diversity and creativity</p> <p>Greater differentiation within curriculum planning including foundation subjects.</p> <p>New visits to be checked for appropriateness. Guidance for staff and parents on suitability for disability.</p>	<p>On-going</p>	<p>All teachers and support staff are knowledgeable of how to ensure the curriculum, including learning opportunities outside the classroom, is accessible to all.</p>

<p>Improve and maintain access to the physical environment.</p>	<p>The school is a Victorian school building which has been added to over the years. It is a two story building with a staff room, Head teacher's office and resources rooms all up a flight of stairs. The Main entrance has a ramp to ensure access into the building; class 2 and 3 can be accessed by the main hall or external classroom doors. Entry into class 1 is restricted by a step. There are toilet facilities for disabled staff and pupils in the main building.</p>	<p>Ensure all new builds/alterations take into account accessibility needs and meet current building regulations. All reasonable adaptations will be made for any pupil in the school to ensure maximum access and minimum barriers to facilities and learning Solutions to classrooms without ramps to be found if they present a barrier to individual pupils.</p>	<p>On-going</p>	<p>Access improved. Evidence of consideration of accessibility in all new builds/alterations.</p>
<p>Improve the delivery of written information to pupils.</p>	<p>Staff make use of coloured backgrounds on IWB, overlays for books and printing on coloured paper when necessary. Staff are encouraged to use a multisensory approach to learning to ensure access to all. Teachers enlarge texts or reduce/differentiate text to ensure access to all. A TA is available to provide emotional support for transition. The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.</p>	<p>Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. diabetes, use of toilet facilities. To raise the profile of strategies used to communicate information about pupils with specific needs.</p>	<p>On-going</p>	<p>All pupils can access written information.</p>
<p>Accessibility plan to be an annual item on Governors meetings.</p>	<p>Governors meet regularly. Governors involved in new building work and are aware of accessibility issues.</p>	<p>Ensure it is added to the annual premises/finance action plan.</p>	<p>Annually</p>	<p>Governors are aware of the existence of the plan and promote it.</p>