



Fulwood St Peter's CE Primary School and Peter's Rabbit Nursery
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Accessibility Plan 2026- 2028

The school was built in the 1970's with split level access, separating the classrooms from the library and hall with stairs. Over the years a number of building extensions and internal modifications have taken place which have been designed to improve access, notably to the Y3- Y6 entrance and the Nursery and Receptions classes. The car park has a single disabled parking bay which is adjacent to the largest section of the footpath which leads to the office and upper level of the school. At present we have no staff with a physical disability but are aware of some parents with disabilities. The nursery area is zoned within 4 internal low level gates for pupil safety, The building is used by other organisations, including church, voluntary groups and out of hours regular care on a regular basis.

This Accessibility plan has been written in compliance with current legislation relating to the Disability of Equality Act 2010.

The Equality Act 2010 defines a person with a disability as –

Disability

(1)A person (P) has a disability if—

(a)P has a physical or mental impairment, and

(b)the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

At St Peter's we are committed to providing an environment that enables all pupils' access to a broad and balanced curriculum, one which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social and emotional needs.

At St Peters Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. As part of our church school ethos the value of individuals is important.

Objectives:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

St Peter's Primary School is committed to providing an environment that enables full access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SENd policy;
2. The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to-

- Increase access to the **curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the **delivery of written information** to pupils, staff, parents and visitors with disabilities; examples might include 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.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be monitored through the Governor Resource Committee.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- SENDO

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies

Our accessibility plan shows how access is to be improved to meet the disability act as defined in the Equality Act 2010.

It may not be feasible to undertake all of the works on this accessibility plan in the time given, if that is the case this would roll forward. The accessibility plan is monitored by the governing body of the school.

Focus for improvement	Actions needed	Timescale	Success Criteria
External steps and access to classrooms.	Infant Y2 main entrance steps.	Development plan 2024 - 2027 LCVAP bid when criteria is met.	All members of the school, including those with a disability will be able to enter and exit building safely.
Stairs to hall and stairs to library	Both of these access modifications are part of long term asset management planning. Change to library access is first priority.	Development plan 2024 - 2027	All members of the school, including those with a disability will be able to access all main areas of the school.
Improving Curriculum			
Teaching –	Teaching – progress meetings and tracking to identify any issues and plan class teaching priorities.	Termly-following assessment data updates.	All staff to assess, plan, do, review. Share with assessment lead and parents. Create teaching to meet the needs of individuals, to address any gaps in learning.

Interventions	Provision mapping	Provision mapping and monitoring done by HT and SENCO. IEP's planned. Interventions delivered, esp SALT, fine motor skills (EYFS) Reading and maths intervention.	Provision mapping- impact monitoring –to improve the outcomes for individual pupils.
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