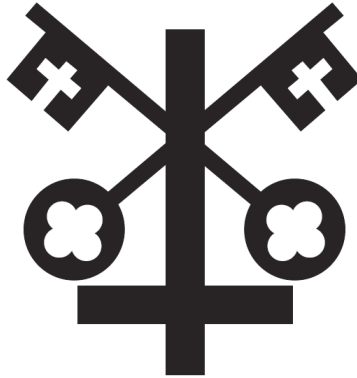


Darwen Saint Peter's Church of England Primary School



Accessibility Policy

Sowing the seeds of tomorrow

Matthew 13:1-23

love, respect, trust, truthfulness, forgiveness

Date of Policy: June 2023
Updated: September 2024
Review Date: September 2025

Christian Vision

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in his awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow

Matthew 13:1-23

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

At St Peter's CE Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their needs: education, physical, sensory, social, spiritual, emotional or cultural. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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.

This policy should be read alongside the following policies;

- Health and safety
- Special Educational Needs
- Race Equality
- Gender Equality
- All curriculum area policies
- Equal opportunities
- Staff Handbook
- Behaviour
- Transition

The following practices are currently in place:

Curriculum:

- Data obtained on pupils entering the Foundation Stage and those transferring from other schools to facilitate advanced planning;
- Established procedures for the identification and support of pupils with Special Educational Needs and disabilities;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, English and numeracy skills as well as other curriculum support;
- Special considerations for pupils taking part in tests e.g. adult readers provided where necessary;
- Intervention rooms available for small group teaching;
- Where a child has a special need whereby they cannot access the curriculum, a teaching assistant will be deployed to plan and deliver according to their individual targets;
- Strong links with outside support agencies;
- Regular opportunities for SEND children to participate in sports representing the school;
- Consideration of children's preferred learning styles.

Physical Environment:

- Wide access doors from the corridor into all classrooms;
- Double gates to carpark to allow access for all vehicles;
- Disabled toilet facility;
- A ramp to provide access to the main office/entrance to the building;
- No steps around the perimeter of the school to provide access to all doors;

- Regular evaluation of the school site for accessibility by the Buildings Committee.

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to-one meetings with the SENDCO/Headteacher;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs;
- Information sharing between key members of staff and the well-being co-ordinator;
- All children on the SEND register are provided with a termly Individual Education Plan (IEP) and those with EHC plans, half termly;
- IEPs shared with parents at least once a term;
- Progress of SEND children is tracked closely every half term.

Improvement priorities

The attached accessibility plan shows the school improvement priorities (with timescales for completion) regarding accessibility for all pupils, staff and visitors.

This plan will become an agenda item at all Buildings committee meetings of the governors. Progress towards targets will be measured and reported on.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process, the progress of which is monitored termly by Governors and the Leadership Team. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

The Governors will evaluate and report on its impact annually to parents/carers in the School Profile, utilising evidence gained from feedback from individual children, agencies, performance data and feedback from parents/carers.

Signed: (Headteacher) **Date:**

Signed: (Chair of Governors) **Date:**