



Accessibility Plan

The plan will be made available online on the school website, and paper copies are available upon request.

Reviewed December 2024 (Implemented January 2025)

Review Due: January 2028 (3 Year or earlier if changes take place)

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*I have come in order that you might have
life—life in all its fullness.
John 10:10*



Our Christian Characteristics

LOVE, JOY, PEACE, PATIENCE, KINDNESS, GOODNESS, FAITHFULNESS, GENTLENESS, SELF-CONTROL

As a Church of England Primary School, we encourage one another to learn from the teachings of Jesus and the bible, by promoting our Christian characteristics through The Fruit of the Spirit.

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control;” Galatians 5:22

We want everyone in our school family:

- to be loved and show love towards everyone and everything
- to experience joy, show joy and bring joy to others
- to be patient
- to be kind
- to show goodness – be selfless, to act well
- to be faithful and show faithfulness demonstrating trust and loyalty
- to be gentle towards others, showing care and compassion
- to show self-control through controlling our thoughts, emotions and actions

Our Christian Characteristics are referred to through worship and through our curriculum. They are part of living out our vision based around the words of Jesus, he said ***'I have come that you may have life in all its fullness'*** (John 10:10) Our school family will live life in its fullness by demonstrating love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Through embedding our Christian Characteristics and vision we endeavour for everyone to flourish together.



Key Information

School Type	Local Authority Maintained
Pupil Range	Primary 4-11
Ofsted	Good (January 2023)
Head Teacher	Mrs. A Dodd
SENCo	Mrs. D Parker (Deputy Headteacher)
Business manager	Miss S Walker
Site Supervisor	Mr. R Kitchen
Premises Management Responsibilities	Mrs. A Dodd and Miss. S Walker

Contextual Information

St Peter's C of E Primary school dates back to 1769 and is set within the village of Heysham. The oldest parts of the building were built pre 1769 and are approx. 255 years old. Modifications, adaptations and extensions have taken place over the 255 years. In approx. 1960's modular buildings were added to the site to extend provision. The school has 8 classrooms and can accommodate approx. 245 children. The site is split between two buildings.

The old building (Mitchell Building dating back to 1769) accommodates KS2 classrooms.

The main building accommodates 4 classrooms, hall, office spaces and additional meeting rooms.

The

The roll is falling due to low birth rates and the school have consulted to reduce the pupil admission number (PAN) to 210 from September 2026.

The school is part of the Diocese of Blackburn and Darwin and the Diocese act as the trustees of the school. Therefore, the building developments are in line with the assessments from property surveyors who regularly assess the building. Any expenditure is in line with reactive repairs, planned repairs and maintenance.

Access to the Building

As outlined above the school is a historic place within the village of Heysham. The site has beautiful, large grounds with generous sized building. The Early Years area has been developed over the year to widen curriculum opportunities. Play spaces have been developed over recent years.

Access to both buildings is challenging based on the site and landscape. The building is set on grounds that are at different levels. Due to the age of the building accommodations for disabled users or users with physical needs had not been considered. However, as the school engages in future building work and developments, service users are considered and any future building work accounts for the requirements to be implemented.

Adaptations have been made over recent years in order to make reasonable adjustments to accommodate a wide range of physical needs.

Staff and children with disabilities / impairments have individual risk assessments where appropriate and any further provisions for physical adaptations would be assessed and considered.

Children and staff who have been injured and have temporary limitations have risk assessments in place to support their access to the building and ensure they are safe whilst using the building / site.

The school is committed to providing the premises and resources that are suitable and sufficient for all educational purposes. Adaptations and reasonable adjustments are made to ensure children access a high quality curriculum and to ensure staff / service users needs are met.

Access to the Curriculum

St Peter's C of E Primary school is committed to providing a high quality education for **ALL** children. The school is inclusive of all children and provisions are in place to support the identification of additional needs, related to physical impairments and special educational needs. The school is committed to supporting all children through the removal of barriers to learning and ensuring equal access to all opportunities.

The school keeps up to date with current training. Ensuring all new staff have an induction where they are shown the site and go over the expectations.

- **All staff receive training appropriate to their roles and responsibilities.**
 - **Staff working directly with children are expected to carry out training in relation to equality, diversity and SEND.**
 - **Staff keep up to date with the most current practices and provisions to provide the best support for children with additional needs or who require additional adjustments to access the curriculum and school.**
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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision is for children to go out into the world with the skills and confidence to succeed and the love, compassion and advocacy to make a positive impact on the world around them.

We aim to

- Provide a learning environment that is inclusive of all children, staff, visitors and stakeholders
- Update the physical environment as much as possible to be accessible for all
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Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Compliments and Complaints

It is always great to hear the positive comments about the school and the accommodations and adjustments made to ensure children flourish whilst attending the school, or how the school have adapted to meet individual needs of service users. The school office can be contacted to report any positive comments!

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.



Action plan (December 2024)

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	REVIEW
<p><u>Curriculum</u></p> <p>Ensure that all curriculum materials are available in various formats (e.g., written, audio) to accommodate diverse learning needs.</p> <p>Provide targeted training for staff on inclusive teaching practices and adaptive technologies.</p> <p>Regular review of the curriculum to ensure it remains adaptable to the needs of all students.</p>	<p>Our school offers a differentiated curriculum for all pupils with adaptive teaching approaches implemented.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. technology, enlarged text, auditory devices etc. Resources are purchased in line with children / service users needs.</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability / additional needs.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs through provision.</p>	<p>Short Term</p> <p>To purchase and implement further technological software on IT devices, which can support</p> <p>Long Term</p> <p>To continue to keep up to date with curriculum adaptations, programmes, reasonable adjustments to provide inclusive access to the curriculum.</p>	<p>Standing Desks to be purchased to support adaptive teaching within the classrooms.</p> <p>Continue to develop regulation / calming spaces for children who are over stimulated and need regulation space.</p> <p>Subject leaders to explore additional resources that may be required to support access to each curriculum area.</p> <p>Continued training and implementation of training to adapt further and as required.</p>	<p>Person(s) Responsible</p> <p>All curriculum leaders are responsible for ensuring inclusivity is accounted for within their subject areas.</p>
				<p>Dates</p> <p>Review on an annual basis in line with the school development plan and buildings plans.</p>
				<p>Success Criteria</p> <p>All learning materials accessible across year groups.</p> <p>Staff demonstrate increased confidence and effectiveness in inclusive practices.</p> <p>Curriculum review feedback indicates high levels of inclusivity.</p>
				<p>Updates</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	REVIEW
Physical Environment Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required, within the limitations of the physical environment . This includes: <ul style="list-style-type: none"> • Ramps (mobile to be used as required) • Corridor width • Disabled toilets and changing facilities 	In line with the building developments and liaison with Diocese... make further adaptations to the building including site access which improves provision for disabled users.	Conduct an annual audit of school premises to identify barriers to access. Implement necessary changes, such as ramps or wider doorways, to facilitate access. Maintain clear signage and ensure pathways are easily navigable.	Person(s) Responsible Senior Leaders and Business Manager
				Dates - Ongoing
				Success Criteria Audit complete with action plan addressing identified barriers. Positive feedback from parents and visitors corroborated by staff observations.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops and hearing adaptations. • Pictorial or symbolic representations 	To continue to review how information is presented to service users and ensure it is accessible for all.	Ensure that all school communications, policies, and procedures are available in accessible formats. Regularly update the school website to ensure it meets accessibility standards. Provide training as required and in line with recommendations.	Person(s) Responsible Senior Leaders and Business Manager
				Dates - Ongoing
				Success Criteria Staff report greater confidence in their communication abilities.
				Review



Monitoring and Evaluation

The effectiveness of this Accessibility Plan will be monitored through:

- Termly reviews conducted by the SEN leader and headteacher.
- Feedback from parents, pupils, and staff collected via surveys.
- Regular audits against Ofsted / DFE expectations.
- Reports of incidents and strategies deployed for intervention and improvement.

Summary of Expectations

Ofsted's most current framework places significant emphasis on:

- Promoting high standards of education and equality of opportunity for all students.
- Ensuring that schools have rigorous processes in place to evaluate the effectiveness of their accessibility measures.
- Incorporating feedback from a variety of stakeholders to inform and improve accessibility strategies.
- Clear evidence of commitment to inclusion in both documentation and practice within the school environment.

Conclusion

This Accessibility Plan demonstrates our commitment to fostering an inclusive education for all pupils.

Through the deliberate actions outlined in this document, we aim to meet and exceed the expectations set by Ofsted and legislation, creating an environment where every student can thrive.

