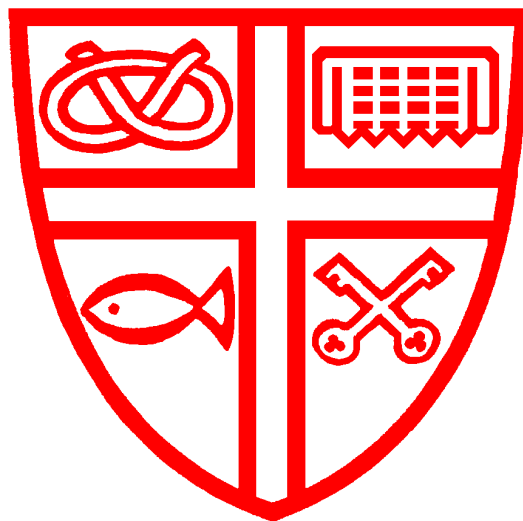


St Peter's CofE (A) Primary School

Love Christ
Love Learning
Love One Another



School Accessibility Plan
2019-2022
July 2019

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society. "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:27

St Peter's Primary, Caverswall School Accessibility Plan 2019-2022

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in the "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to enable full participation in St Peter's Primary for pupils, staff, parents and visitors with a disability.

Principles

Compliance with the DDA is consistent with St Peter's aims and the operation of our SEN and Inclusion Policies. This access plan should also be read in conjunction with our Equality Policy. We recognise our 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 which increases access to education for disabled pupils
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)

- The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- 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
- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & Related Activities

The school will continue to seek and follow the advice of the Local Authority services, such as specialist advisors and also of appropriate health professionals.

b) Physical Environment

The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of Information

The school will make itself aware of local services, including those provided by the Local Authority, for providing information in alternative formats when required or requested.

Linked Policies

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

- School Development Plan
- Health & Safety Policy
- SEN Policy
- Inclusion Policy
- Curriculum Policies
- Equality Policy
- Medical conditions policy.

Update on current status of the disability access scheme / accessibility plan. (March 2015)

Physical Environment

- 2 ramp accesses into the school (main entrance and hall)
- Disabled toilet fully operational
- Disabled parking signed and available

- All displays are Dyslexia Friendly
- Evacuation procedure in place and tested every term
- Plasma screen installed for information
- Remit of Premises Link Governor strengthened to improve monitoring role

Curriculum

- Classrooms organised to take account of needs within the classroom
- Progress of all children is tracked, with separate tracking process for SEN children
- Training needs identified and organised where necessary
- All staff are dyslexia trained
- All classrooms and the curriculum has been assessed as being Dyslexia Friendly
- Resources are matched to the needs of pupils

Communication

- All communications are Dyslexia Friendly

Short Term Targets	Strategies	Outcomes	Timeframe	Achieved
Physical Environment				
To ensure that there are no obstructions in corridors, circulation areas or classrooms that could be removed.	All staff to be involved in keeping areas tidy.	We now have a much tidier school and safer environment.	On-going.	All adults and children have unobstructed movement around the school.
To ensure evacuation procedures are robust and can ensure everyone can exit the building safely.	All staff involved can lead safe evacuation of the building.	The evacuation process is successful.	On-going.	The school can be evacuated efficiently when required.
Ensure that the disabled parking area is kept clear.	The disabled parking space is kept clear.	The disabled parking space is available when needed.	On-going.	The disabled space can be accessed when needed.
Ensure all signage and displays are clear and accessible to all users.	Signage and displays are kept clear.	The signage and displays are accessible to all users.	On-going.	Signage and displays are clear and accessible to all users.
Curriculum				
All planning is fully inclusive of the needs of all pupils (including PE and educational visits).	Parents provide learning opportunities suitable for all learners.	Planning for all pupils is inclusive.	On-going.	All pupils are included in all educational experiences suitable to their year group.
All resources for SEN are audited and made known to all teaching staff.	All staff are given a list of SEN resources available in school.	Pupil who require so benefit from the best possible resourced interventions in school.	On-going.	Pupils have access to best possible resources for the particular needs.
Provision of information				
Ensure all our	All staff ensure	No negative feedback	On-going.	All communications

communications are accessible to all users.	any communication is accessible to any user.	re accessibility.		throughout the school our accessible to all users.
Ensure all staff are aware of accessible formats, where required.	All staff are aware of accessible formats.	Accessible formats used to make text accessible to all.	On-going.	Accessible formats are used routinely.

Long Term Targets	Strategies	Outcomes	Timeframe	Achieved
Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairment.	Advised by SEN team to use light coloured wall coverings and darker coloured floor coverings	All re-decoration is completed appropriately.	On-going	All newly refurbished areas have increased pupil autonomy/physical access of the school.

Agreed by Staff: Summer 2019

Agreed by Governors: Summer 2019

Review: Summer 2022