

St. Peter's Catholic Primary School

ACCESSIBILITY PLAN



Policy	Accessibility Plan
Date	June 2024
Date of review	June 2025
Signed Chair of Governors	<i>Eugene McCarthy</i>
Signed Headteacher	<i>Clare Scott</i>

INTRODUCTION

At St. Peter's RC Primary School we offer a broad and balanced curriculum and have high expectations for all children. St. Peter's RC Primary School is committed to providing an appropriate and high quality education to all the children who attend. The school has an Additionally Resourced Provision for pupils with moderate learning difficulties. We believe at St. Peter's that there are equal opportunities for all learner regardless of their age, gender, need, disability, attainment or background.

AIMS AND PURPOSE OF THIS PLAN

This plan shows how St. Peter's RC Primary School ensures accessibility to our school for disabled pupils, staff, parents/carers and visitors. We are committed to providing an environment that enables the full curriculum access that values and includes all of our pupils, staff, parents/carers and visitors regardless of their education, physical, social, spiritual, emotional and cultural needs.

DEFINITION OF DISABILITY

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

LEGAL BACKGROUND

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation including the DDA. The effect of the law, means that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

This plan sets how the school ensures access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

St. Peter's RC Primary School treats all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school works closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which may put them at a disadvantage whilst allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

CONTEXTUAL INFORMATION

The school building and playground is accessible for a child in a wheelchair. We have ramps around the school building as well as a lift to go up a flight of stairs.

THE CURRENT RANGE OF DISABILITIES WITHIN ST. PETER’S RC PRIMARY SCHOOL

The school has children with a wide range of disabilities in the mainstream school which include Autistic Spectrum Disorder, Speech, Language & Communication Needs, Social, Emotional and Mental Health needs, and serious medical conditions with related susceptibility to infections. The school also has a 12 place specialist provision for children with Complex and Moderate Learning Difficulties. These children are taught both in the resource provision and in the mainstream setting. They are fully included in all aspects of school life and we value the contribution they make to our school.

We also have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices and records are kept and shared to ensure their needs are met.

All medical information is collated and available to staff, Alert Notices are available in a file in the staffroom and close links are kept with parents to ensure these needs are accurate and that, where necessary, Care Plans are in place. Risk Assessments are also carried out for children with additional needs.

We have multiple competent First Aiders who hold current First Aid certificates. Where additional training is necessary e.g. Epilepsy, BUCCAL, EIPEN it is provided on a yearly basis.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

REVIEW AND EVALUATION

It is a requirement that our accessibility plan is resourced and implemented, reviewed and revised as necessary and reported annually. Below is a set of actions showing how St. Peter’s RC Primary School will address the priorities identified in the plan. The plan is valid for 3 years, 2024-2026. It is reviewed annually.

The plan below sets out the main objectives of the school Accessibility Plan.

Actions	Strategies	Timescale	Responsibility	Success Criteria
Equality and Inclusion				
To be aware of the access needs of disabled children, staff, governors, parents/carers and visitors.	To create risk assessments for individual pupils as part of their IEP process.	As Required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils’ needs. Pupil profiles in place for all SEND pupils.
	To ensure staff and governors can access areas of school used for meetings.	Ongoing	SENCO/Headteacher	Staff and governors are confident their needs will be met.
	Annual Reminder to parents/carers to inform staff if they have problems accessing areas of school.	Ongoing	SENCO/Headteacher	Continuously monitoring to ensure any new needs are met. Parents/carers to have full access to areas of the school.

To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Ongoing	SENCO/SLT	Whole school community aware of issues.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Ongoing	SENCO/SLT	Policies reflect current legislation.
Physical Access				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Yearly audit	Business Manager/caretaker	Modifications will be made to the school building to improve access
Ensure all disabled people can be safely evacuated	Ensure personal emergency evacuation plan for disabled pupils. Ensure all staff aware of their responsibilities in evacuation.	Ongoing	SENCO	All disabled pupils and staff working with them are safe in event of fire. Constant supervision for disabled children who need help in evacuation. Disabled people in wheelchairs evacuated quickly.
Ensure there are enough fire exits suitable for people with disability	Ensure staff aware of need to keep fire exits clear	Ongoing	All Staff	All disabled personnel and pupils have safe, independent exits from school.
Access to the Curriculum				
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO	Raised confidence
Ensure all staff aware of disabled children's curriculum access	Share information with all stakeholders involved with each child	Ongoing	SENCO	All staff aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport vetted for suitability Develop guidance on making trips accessible	Ongoing	SENCO	All pupils able to access all school trips and take part in a range of activities
Review PE curriculum to ensure	Review PE curriculum to	Ongoing	SENCO and PE Leader	All pupils have access to PE and are

PE is accessible to all pupils	include disability sports			able to excel. Child's TA will be there all the time.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SENCO and Headteacher	Gradual introduction of disability issues into all curriculum areas
Access to information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary	Ongoing	SENCO	Written information will be provided in alternative formats as necessary.
Inclusive discussion of access to information in all parent / teacher meetings	Ask parents about preferred format for accessing information e.g. braille, other languages	Annually	SENCO/Headteacher	Staff more aware of preferred methods of communication and parents feel included.
	Translation tool to be added to website to allow multi – lingual access	Summer 2025	SENCO/Headteacher	School website will become accessible to all
	School office will support parents to access information and complete school Forms.	Ongoing		

