

# Unlocking the Potential for Everyone to Flourish in the love of Christ.

‘But I am like an olive tree flourishing in the house of God.’ Psalm 52:8



**St Peter's Church of England Primary School**

**Accessibility Policy**

Our school is committed to fostering an inclusive environment where every individual—regardless of ability—can fully participate in learning, social, and extracurricular activities. We aim to remove barriers and promote equity through proactive planning and continuous improvement.

### **Physical Accessibility**

Our school is committed to ensuring that all buildings and facilities are accessible to individuals with mobility, sensory, or cognitive impairments. To support this, we have external ramps on the front playground to the main entrances, allowing smooth access for wheelchair users and those with mobility aids. Inside the school, two wheelchair lifts provide vertical access between floors, ensuring that all areas are reachable. We offer accessible toilets and have designated disabled parking spaces located close to the main entrances, clearly marked for convenience. To assist individuals with visual impairments, we use high-contrast markings on stair edges. Regular accessibility audits are conducted to identify and address any physical barriers, ensuring our environment remains inclusive and safe for everyone.

### **Digital Accessibility**

Our school is dedicated to ensuring that all digital platforms and resources are inclusive and usable for individuals with diverse needs. Staff receive training on creating dyslexia-friendly presentations, including the use of accessible fonts, clear layouts, and appropriate background colours to reduce visual stress. To support students who are deaf or hard of hearing, we provide radio frequency sound amplification systems in classrooms, allowing direct audio transmission to hearing aids or receivers. For visually impaired students, iPads are linked to interactive whiteboards, enabling real-time magnification and content access. We also offer enlarged print materials and handheld magnifiers to assist with reading and classroom tasks. Staff are trained to use assistive technologies like screen readers and voice-to-text tools, ensuring that every learner can engage with digital resources effectively.

### **Curriculum and Instructional Accessibility**

Our school embraces adaptive teaching in every classroom, ensuring that learning is tailored to meet each child's individual targets and developmental needs. Teachers use differentiated strategies and resources to support a wide range of learning styles and abilities, guided by regular assessments and pupil progress reviews. We work closely with external agencies—including Speech and Language Therapists (SALT), Educational Psychologists (EP), Occupational Therapists (OT), and Physiotherapists—to design and implement personalised curriculums that are delivered consistently and meaningfully on a daily basis. These plans are reviewed collaboratively to ensure they remain responsive and effective. In addition, we provide targeted resources and support for pupils with English as an Additional Language (EAL), using inclusive teaching strategies that promote language development, cultural understanding, and academic success. Our commitment to inclusive education ensures that every learner is empowered to thrive.

### **Monitoring and Evaluation**

Monitoring and evaluation are integral to our commitment to inclusive education and all children are part of our continuous assessment practices on a termly basis. (half termly for subjects such as phonics). Any child who has been identified as SEND will then go onto a 3-month cycle using actions plans that are written in collaboration with class teachers and relevant external agencies to ensure that each pupil's progress is accurately tracked and supported. Clear, achievable targets are set for every child, aligned with their individual needs. Any child that has an EHCP will then be set long term targets for the end of Key stage and these will be reviewed on an annual basis at the child's Annual Review and adjusted accordingly. Evaluation data is collected regularly through observations, assessments, and feedback from staff and specialists. This information is used to inform and plan timely interventions, ensuring that support strategies remain responsive and effective. Our approach promotes accountability, transparency, and a shared responsibility for every learner's success.

### **Communication and Engagement**

Effective communication is central to our inclusive approach, ensuring that all families and stakeholders are informed, involved, and supported. We provide access to translators and interpreters to facilitate clear communication with families who speak English as an additional language. Regular class newsletters keep parents updated on learning themes, events, and key dates. We host phonics workshops and online safety meetings to empower families with practical strategies for supporting their children at home. Parents are invited to two formal parents' evenings each year—in autumn and spring—alongside receiving a detailed end-of-year report outlining their child's progress and achievements. For children with special educational needs and disabilities (SEND), we hold regular multi-agency meetings with external professionals to ensure coordinated support. As part of our Early Help offer, we provide sign posts to parenting courses and a dedicated family support worker who works closely with families to address challenges, promote wellbeing and provide access to food bank and pre loved school uniform.

