

ST PETER'S CATHOLIC PRIMARY SCHOOL



ACCESSIBILITY PLAN 2023 - 2026

THE MISSION OF OUR SCHOOL IS:

Loved by Jesus, we love, we learn, we live and grow together for Him

OUR CORE VALUES

Service Tolerance Peace Endurance Truth Enjoyment Respect

Introduction

This Accessibility Plan is compiled 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 implementation, review and reporting on the progress of the Accessibility Plan.

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This 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:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

Loved by Jesus, we love, we learn, we live and grow together for Him

Service Tolerance Peace Endurance Truth Enjoyment Respect

- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that our school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

At St Peter's School we want all our children to enjoy their time at our school, and to be challenged to achieve their very best. We want them to consider their time at our school as their own 'learning adventure'.

At St Peter's School, we value the abilities of all of our pupils and we are committed to providing the best possible environment for learning for all children and to provide them with every opportunity to achieve the highest of standards. We provides a broad and balanced curriculum for all children. The achievements, attitudes and well-being of all of our children matter.

Purpose of Plan

This plan shows how St Peter's School, intends, over time, to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Definition of a disability

A person has a disability if they have a physical or mental impairment that has substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Current range of known disabilities

The school has children with a range of disabilities, including moderate and specific learning disabilities and medical conditions. We have a number of pupils with Autistic Spectrum Condition.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this 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 access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Loved by Jesus, we love, we learn, we live and grow together for Him
Service Tolerance Peace Endurance Truth Enjoyment Respect

- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Accessibility Plan

School Name St Peter's Catholic Primary School

Dates: From October 2023 To October 2026 (3 years – to be reviewed annually)

Improvement Area One: Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others

Target	Actions			Evidence	Dates
	How	Lead	Resources		
Increase confidence of all staff in knowing access points to task and making adjustments to the curriculum.	1. Be aware of staff training needs on curriculum access for our disabled pupils and support in making reasonable adjustments.	SENCo	CPD Time	1. Raised staff confidence in strategies for adjustment to curriculum through modelling and scaffolding.	1. Summer 24
Increase confidence of all staff in 'scaffolding' activities for our pupils so that there is equality of opportunity for all.	1. Support staff in 'scaffolding' the tasks of pupils so that access to the curriculum and equality of opportunity are evident.	SENCo	CPD Time	1. All pupils have equality of opportunity and are challenged to achieve to their fullest potential.	1. Summer 24
Increased confidence of all staff in ensuring classrooms are ASC and Dyslexia friendly.	1. Support staff with implementing 'best practice' models for teaching of ASC pupils. 2. Use Assessment Framework checklist for ASC and the Dyslexia- Friendly checklist.	SENCo	CPD Time	1. Staff are enabled to use 'best practice' strategies within class for ASC pupils, e.g. VT, reduced language environment. 2. Classrooms will be dyslexia and ASC friendly to enable pupils to achieve	1. Summer 24 2. Summer 24
Use ICT software to support learning	1. Make sure software installed where needed			1. Wider use of SEN resources in classrooms	1. Ongoing as required

Loved by Jesus, we love, we learn, we live and grow together for Him

Service Tolerance Peace Endurance Truth Enjoyment Respect

Ensure classroom support staff have specific training on SEND issues	1. Be aware of staff training needs 2. Staff access appropriate CPD Online learning modules if required			1. Staff will have suitable CPD to enable them to meet child's needs 2. Staff training needs will be met , enabling them to better meet child's needs	
--	--	--	--	--	--

Improvement Area Two: Improving access to the physical environment of the school

St Peter's Catholic Primary School is continuing to grow and develop. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Actions			Evidence	Dates
	How	Lead	Resources		
The school is aware of the access needs of SEND pupils, staff, governors, parent/carers and visitors	1. To create access plans for individual SEND pupils as part of the IPT/SSPP/EHCP process when required 2. Be aware of staff, governors and parents access needs and meet as appropriate. 3. Through questions and discussions find out the access needs of parents/carers through newsletter 4. Consider access needs during recruitment process	1. SENCo 2. Head teacher 3. Head teacher 4. Head teacher		1. ITPs in place for SEND pupils and all staff aware of pupils needs 2. All staff and governors feel confident their needs are met 3. Parents have full access to all school activities 4. Access issues do not influence recruitment and retention issues	1. As required 2. Induction and ongoing if required 3. Annually 4. Recruitment process
Ensure all SEND pupils can be safely evacuated	1. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties			1. All SEND pupils and staff working alongside are safe in the event of a fire	1. As Required 2. Each September/ or is staff or pupils change

	2. Develop a system to ensure all staff are aware of their responsibilities			2. All staff are aware of their responsibilities should an evacuation be needed	
Ensure accessibility of access to IT equipment	1. Alternative equipment in place to ensure access to all hardware including hall			1. Hardware and software available to meet the needs of children as appropriate	1. Ongoing as required
Ensure access to Forest School Environment	1. Review accessibility of the environment and activities within the provision			1. All pupils can take part in activities and access forest school	1. As required

Improvement Area Three: Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to SEND pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to SEND pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Actions			Evidence	Dates
	How	Lead	Resources		
Review information to parents/carers to ensure it is accessible.	1. Provide information and letters in clear print. School office will support and help parents to access information and complete school forms	Office Staff		1. All parents receive information in a format that they can access	1. During Induction/ Ongoing
Annual review information to be as accessible as possible	1. Develop child friendly IEP review formats	SENCO Pastoral		1. Staff more aware of pupils preferred method of communications	1. At annual Reviews

Languages other than English to be visible in school	1. Some welcome signs to be multi-lingual	School staff		1. Confidence of parents to access their child's education	2. Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with English	1. Access to translators, sign language interpreters to be considered and offered if possible			1. Pupils and/or parents feel supported and included	1. As required Currently being provided for parent
Ensure that our website is accessible in other languages for pupils or prospective pupils/parents.	1. Ensure that the website has 'translating' software built in so that it is accessible to all members of our community.	ICT Tech Head teacher		1. All members of our community are able to access relevant information through the school website	1. As required