



3 Year Accessibility Plan

September 2023

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum.
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the 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.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

There are disabled toilet facilities with handrail and a pull emergency cord. One of our disabled toilets is a SMART toilet.

The school has internal emergency signage and escape routes are clearly marked. There is one room that disabled pupils have no access to, however this is a room that is not required for use.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we will seek expert advice for identified individual needs. We will consult with experts when new situations regarding pupils with disabilities are experienced.

Access

The school is mostly a one storey building with two meeting rooms on the second floor. KS1 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all with a ramp. On-site car parking for staff has just 4 spaces and there is no room for more. All entrances to the school are either flat or ramped and have wide doors.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Improving Participation in the Curriculum					
Priority	SLT / SENCO	Strategy	Resources	Timescale	Success criteria
Effective communication and engagement with parents	SLT/ Senco	Termly meetings with parents/carers – Termly consultations Review meetings with SENCo	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT/ Senco	Epipen training Intimate care policy and trained staff Training from SALT, LASC, BIT, CPD Online resources for CPD shared with staff Ongoing guidance from specialists e.g., Sensory Support for children with visual or hearing impairment, physiotherapists, OT, Team Teach for all staff	Training time TA time allocated	In place and ongoing: Epipen / Diabetes Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SLT/ Senco	Strategic deployment of support staff/intervention teacher Allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys,	Specific apps to support learning on ICT Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed
Adaptations to the curriculum to meet the needs of individual learners	SLT/ Senco	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills Programme Use of access arrangements for assessment/National tests	Buy in advice from external agencies.	In place and ongoing	Needs of all learners met enabling positive outcomes

Improve educational experiences for hearing impaired pupils	SLT/ Senco	Consider loop system Work with parents who have children with hearing aids.	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/ Senco	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements Inclusion: all children will have access	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
Improve the Delivery of Written Information					
Priority	SLT / SENCO	Strategy	Resources	Timescale	Success criteria
Availability of written material in alternative formats if required.		Fortnightly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate		In place & ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment if required		Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation		In place & ongoing	Pupils able to access all school documentation

Physical Priorities					
Priority	SLT / SENCO	Strategy	Resources	Timescale	Success criteria
School grounds Disabled car parking space	SLT / SENCO	The school does not have a disabled car parking space for staff or children. This is due to the location of the school and its conservation status. Contact the LA for advice	LA provision	In place and ongoing	School will have an area on the road for disabled drop offs and pick ups
Access to the grounds is compliant and signposted.	SLT / SENCO	Wheelchair access signs put up Clear route through the school	Signs	In place	School will be fully accessible for wheelchair users
Improvement to help children who have hearing difficulties.	SLT / SENCO	Install hearing loop when necessary	Cost of loop system	Ongoing	Learning experiences of pupils with hearing difficulties enhanced.
Maintain safe access around the interior of the school	SLT / SENCO	Awareness of flooring, furniture, and layout in planning for disabled pupils	Cost of any adjustments	In place and ongoing	People with disabilities can move safely around the school
Improve toileting provision for all needs.	SLT / SENCO	Install a SMART toilet	New SMART toilet	In place	People who require a smart toilet are catered for and ensure independence and dignity.



ST PETER'S C.E. Primary School

