



# St Peter's

Church of England (Aided) Junior School

Learning and Living Life in all its Fullness

John 10:10 – 'I have come that they may have life and have it to the full'.  
Inspired by John 10:10, we strive for all members of our community to learn and live  
'Life in all its Fullness'.

## School Accessibility Plan

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### Introduction

Under the Equality Act 2010, schools must have an Accessibility Plan. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At St. Peter's CE Junior School the Plan will form part of the Resources Committee, and will be monitored by the headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document

### Aims

This plan outlines how St. Peter's CE Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (curriculum, physical environment and information).

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make reasonable adjustments for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan aims to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

Inspired by our vision of *'Life in all its Fullness'*, our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is committed to ensuring staff are appropriately trained. The school supports any available partnerships to develop and implement the plan.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. If the school undergoes a refurbishment, the plan will be reviewed.

If you have any concerns relating to accessibility in school, the complaints policy sets out the process for raising these concerns.

### **The accessibility audit**

The governing board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

1. Access to the curriculum – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
2. Access to the physical environment – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
3. Access to information – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid.
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments and sensitivities.
- Auditory disabilities – this includes those with hearing impairments and sensitivities.
- Comprehension – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short, medium and long term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

**Planning duty 1: Increase the extent to which disabled pupils can participate in the curriculum**

Targets	Strategies	Responsibility	Timescale	Success Criteria
To ensure that subject leaders consider the extent to which disabled pupils can participate in the curriculum.	<ul style="list-style-type: none"> <li>• Subject presentations to RS&amp;C committee.</li> <li>• Subject presentations include: How does your subject reflect our vision of 'Life in all its Fullness'? How is your subject adapted to meet the needs of all learners?</li> <li>• Subject 'SWAB' documents reflect adaptation.</li> </ul>	Subject Leaders RS&C Committee	Ongoing	All children benefit from a broad and ambitious curriculum.
To ensure that our curriculum and accompanying resources reflect and support diversity in all its forms, including physical or mental impairment.	<ul style="list-style-type: none"> <li>• Carry out an audit – with a focus on diversity across our curriculum. For example, book choices authors, artists and scientists.</li> <li>• Review curriculum rationales in keeping with this target. How do our projects promote and support pupils to understand and value diversity in all forms?</li> <li>• Termly monitoring of inclusion, featured on the monitoring schedule.</li> <li>• Inclusion action plan, determined by Inclusion project.</li> <li>• Whole school themed days, including World Mental Health Day and assembly themes.</li> </ul>	Headteacher and subject leads  Class teachers  Inclusion Leader	Ongoing	Our curriculum reflects diversity across all subjects, supporting children's awareness and understanding.  Our curriculum meets the needs of all learners.
To raise attainment and achievement in every subject, for every child, including those children with special educational needs and disability.	<ul style="list-style-type: none"> <li>• SEN Learning Journals, including regular target setting between the child and their teacher.</li> <li>• SENCO Surgeries with class teachers and LSAs.</li> <li>• Provision Maps, overseen by the Inclusion Team. Details of interventions shared with parents.</li> <li>• Partnership work with external advisory services, including Educational Psychologist and Mental Health Support Team.</li> <li>• Tasks adapted to meet pupil needs – monitored regularly.</li> </ul>	SENCO	Ongoing	

**Planning duty 2: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

Targets	Strategies	Responsibility	Timescale	Success Criteria
To improve the physical access to the school	<ul style="list-style-type: none"> <li>Resource Committee to review project list, including physical access to school and entrance signage.</li> <li>Take account of the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises in accordance with Hampshire County Council and the Disability Discrimination Act.</li> </ul>	Resources Committee School Business Manager Site Manager	On-going	Entrance to the school is welcoming and accessible.
To undertake an annual Accessibility Audit.	<ul style="list-style-type: none"> <li>Carry out an Accessibility Audit in response to the needs of our community, while being mindful of future needs.</li> <li>Continue to ask about any disability or health condition in early communications with new parents. Take current pupil needs into account as part of the annual audit.</li> </ul>	Resources Committee School Business Manager Site Manager Headteacher	July 2023	Accessibility audit informs future target setting and on-going evaluation.
To continue to review policies and practice related to the physical environment of the school.	<ul style="list-style-type: none"> <li>Determine lockdown procedures through regular practice, including scenarios, and update policy.</li> <li>Practice fire drills with various scenarios and continue to ensure that PEEPS are used effectively.</li> <li>Continue to work with external advisory services to support pupil needs e.g. hearing.</li> <li>Regular site inspections, including audit of risk assessments.</li> <li>Continue to review medical policy and practices.</li> </ul>	Health and Safety Governor School Business Manager Site Manager Headteacher	On-going	Relevant risk assessments ensure that physical environment is accessible and safe.

**Planning duty 3: Access to information – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.**

Targets	Strategies	Responsibility	Timescale	Success Criteria
<p>To adapt information and publications for parents, where necessary.</p>	<ul style="list-style-type: none"> <li>• Lead English for Speakers of Other Languages (ESOL) courses in partnership with EMTAS.</li> <li>• If a child has a parent with a physical disability, classroom location would be taken into account.</li> <li>• Continue to build parent relationships through regular events such as parent coffee mornings and services available at parent’s evening. Use these events, including transition opportunities, to identify and address needs.</li> <li>• Review the accessibility of our school policies, including the use of images and summary boxes to convey key messages.</li> <li>• Communicate key information, including policy references and updates, through the fortnightly bulletin.</li> </ul>	<p>Inclusion Leader Headteacher</p>	<p>On-going</p>	<p>Individual needs are known about and supported.</p>
<p>To continue to adapt the curriculum, including resource and appropriate task design to enable all children to access information equally.</p>	<ul style="list-style-type: none"> <li>• Monitoring Schedule includes monitoring activities undertaken by the SENCO and Inclusion Leader.</li> <li>• SENCO Surgeries to support individual provision.</li> <li>• Continue to review effectiveness of task adaptation, including use of resource and other aids/apps to support individual needs.</li> </ul>	<p>Headteacher SENCO Inclusion Leader</p>	<p>On-going</p>	<p>Children with disabilities can access information on an equal basis with their peers.</p>