



St. Peter's  
Catholic  
Primary School

# St. Peter's Catholic Primary School

## Accessibility Plan

Date Policy Last Reviewed: 12 September 2024

Signed by:

Catherine Young

Headteacher

Date: 12<sup>th</sup> September 2024

Kelly-Anne Kent

Chair of  
Governors

12<sup>th</sup> September 2024

Date:

## **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

This definition provides a relatively low threshold and includes more children than many realise: 'longterm' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is frequently an overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must not discriminate for a reason arising in consequence of a child or young person's disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children/young people more favourably than non-disabled children/young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children/young people without disabilities.

- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children/young people, the steps taken to prevent disabled children/young people being treated less favourably than others, the facilities provided to assist access of disabled children/young people, and their accessibility plans.

### **The Responsible Body**

The responsible body (in maintained schools this is the governing body) must prepare:

- an accessibility plan.
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period:

- increasing the extent to which disabled children/young people can participate in the school's curriculum.
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children/young people are able to take advantage of education and associated services provided or offered by the school.
- improving the delivery to disabled children/young people:
  - (i) within a reasonable time.
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents.
- of information which is provided in writing for children/young people who are not disabled.

- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

**Other relevant legislation, regulations & guidance:**

Children & Families Act (2014) The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES “Accessible Schools: Planning to increase access to schools for disabled pupils”

Health Standards (England) Regulations 2003

## **The School's Context**

St Peters Catholic Primary School is a mainstream Catholic Primary School that caters for children from 4 years to 11 years. We are a one form entry school which is made up of 7 classes from Reception (F2) up to Year 6. The school is part of the St. Francis CMAT.

The school comprises of one building covering an average site, mostly of one-storey construction. The building itself has been designed to adapt to the contours of the site. As such, there are a number of different levels, which can be accessed via several steps or a ramp. The school has responded to this by ensuring that each level has an access point from an exterior door, which are all accessible via a ramp when entering the school's premises. The school also has accessible toileting facilities which can be accessed from the school's Early Years section of the building.

## **The School's Aims**

At St Peter's, we want to give our children the best education that we possibly can. We recognise the fact that all children are different and have diverse learning needs and we strive to be as inclusive as possible. Our high expectations for all students extends to just that – ALL students. Every child is different – every child is special. For some children, arrangements are made that go beyond the core offer to all students in order to include them as much as possible in all that St Peter's has to offer and provide.

## **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Chair of Governors: Kelly-Anne Kent
- Lead Governor for SEND: Marie Gornall
- Head Teacher: Catherine Young
- SENCo: Hazel Fitzsimons

This latest Accessibility Policy, Audit and Plan and its revision has been created by the SENCo, Hazel Fitzsimons, and overseen by the Senior Leadership Team and Governors.

## **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children/young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children/young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children/young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

The school's Accessibility Plan is available on our school website and paper copies are available on request.

### **Other School Policies & Documentation**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Admissions
- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEN Information Report.
- Behaviour Management
- School Development Plan
- School Brochure and Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and priorities relating to the key aspects of accessibility.

Lead member of staff: Hazel Fitzsimons

**Section 1** The school can deliver the curriculum to all children / young people. Give details of items developed, current practice and things to be developed.

<u>Statement</u>	<u>Fully</u>	<u>Partial</u>	<u>Not</u>	<u>Plan prompt</u>
Teachers and assistants are trained to teach and support disabled children/young people. Staff are confident about meeting the needs of children/young people with a disability.				Training on specific disabilities is delivered by agencies who directly support children with specific disabilities and needs whenever a young person with those needs joins the school. The school conducted a skills audit in September 2024 in order to highlight any gaps in SEND training and to ensure staff skills are fully aligned with the school's needs. Following this the SENCo has highlighted the need to train staff further in communication and language. This will be delivered with advice from SALT during 2024-2025.
All school staff and the governors have had access to training on disability equality and inclusion.				The school's Governing Body ensure that the school will comply with all legislation and make all reasonable adjustments necessary. Training is attended as and when necessary and available.  All staff will have SEND Code of Practice updates, etc. which incorporates disability, equality, equity and inclusion. This will need to be frequently updated in response to new staff joining the school.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children young people.				The school take advice from outside agencies and where financially possible, try to take the recommended actions and embed these within the Accessibility Plan. Agencies have included Special School Outreach Service, Service for Children with a Visual Impairment, Occupational Therapy, etc.  All classroom designs and layouts are checked to ensure clear access for all pupils and staff. e.g. VI Team – Those with visual impairments – sitting in a place within the room to maximise visual support.

<p>Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children/young people.</p>			<p>Staff make adaptations to their planning for those pupils who require specific support.</p> <p>Where there are challenges present to enable all children access to an activity due to their disability, teaching staff will seek advice from the SENCo and where necessary, the SENCo will contact outside agencies for support, advice and recommendations. This information will be fed back into the planning.</p>
<p>Lessons are responsive to diversity. Lessons allow children/young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.</p>			<p>The school uses a range of strategies to support all pupils and their particular needs. All pupils with disabilities and SEND are included in all lessons. This should be recorded in the teachers' planning so that support is deployed effectively within each lesson. Any child who needs additional support or approach to their learning can access our Learning Hub to continue and complete their intended learning. This is intended as an extension and a bespoke environment only to be used if necessary.</p>
<p>When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.</p>			<p>The SENCo completed a skills audit in September 2024 of teaching assistants' areas of specialism and expertise through experience. Where possible, these adults are placed with pupils with these disabilities and skills are utilised to support children's specific needs.</p> <p>Those with significant disabilities have a trusted adult to support them who will be predominately working with the identified pupil in class. Provision is made for support to continue over breaks where necessary. It is stated clearly that all efforts are made towards pupils' independence and their key worker is there to assist where necessary. Use of the Learning Hub can also be sought to support children's needs.</p>



<p>Staff recognise and allow for the mental effort/additional time required by some disabled children/young people, e.g. using lip reading, processing time for children/young people on the ASD Spectrum.</p>			<p>For those identified pupils who require processing time, this is recorded in their SEND Support Plan documentation. This additional time can be provided in many ways. Pupils will be given their questions in advance, or pupils will be asked a question, stating their answer will need to be given after the next pupil. Advice is sought from external agencies when needed, for example the selective-mutism team, to ensure specific needs are met in the most appropriate ways. These identified pupils will not be pressured to speak in class. This will be used as typical classroom practice for the Access Arrangements for taking tests and assessments.</p>
<p>When renewing computer hardware and software, machines and materials are chosen to support children/young people with a disability, e.g. vocalising braille, touch screen, assistive technology.</p>			<p>As funds become available to update the school's IT equipment, new purchases will include touch screen technology. An ipad trolley containing a class set can be used throughout the school or as and when needed to support a specific need in school. At this time, any specific technology will need to be purchased as and when pupils arrive on roll. This also means funds are not used unnecessarily to purchase equipment when it is not required.</p>
<p>Provision of laptops is considered to aid recording and/or communication.</p>			<p>Where resources and equipment are available, these will be directed towards pupils who require electronic means to communicate their thoughts and ideas, especially where writing is physically challenging and where writing can cause anxiety and distress. Arrangements are put in place so that home learning (completed at home) can be submitted electronically.</p> <p>Due to limited resources, these may be required to be shared and cannot be allocated exclusively to individual pupils.</p>

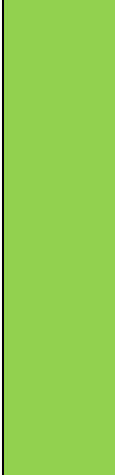
<p>School visits are subject to a regular review to ensure increased levels of access or alternative experience.</p>			<p>All destinations/ venues are visited by the class teachers prior to the visit. The accessibility for all pupils is taken into account before booking the visit. Where there are inaccessible areas at a venue to children with any disability, a meeting is held with the venue's staff to discuss all alternative provision.</p>
<p>The school links with other schools to share good practice.</p>			<p>The school works in collaboration with the other schools as part of the CMAT. The SENCo has begun a SEND project in September 2024 to strengthen TA support for children with SEND.</p> <p>The SENCo attends the Educational Psychology Service's Pyramid Planning Meetings to discuss cases anonymously and to share good practice.</p> <p>The SENCo attends all SEND and Inclusion Networks provided each term by the Local Authority. All information is shared within the requirements of GDPR.</p>
<p>Access Arrangements are used when appropriate to support children/young people with accessing tests and assessments.</p>			<p>A range of Access Arrangements are trialled throughout a number of tests over each Key Stage. The most effective, specific Access Arrangements for each pupil identified are recorded on their SEND Support Plan as part of the Assess, Plan, Do Review documents.</p>
<p>The school signpost children, young people and families to further support e.g. Doncaster Parent Voice, ASCETs, Early Help etc.</p>			<p>The SENCo has a thorough understanding of the Local Offer and shares appropriate information with SEND Families. This ensures families receive the correct information to the key Local Authority services which support those with an experience of a child/ young person who has SEND and/ or disability.</p> <p>The school has a 'With me in mind' representative who supports the families of the school. The representative attends events, such as parent meetings and SEND coffee mornings, to ensure families can access key information when needed.</p>

<p>A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.</p>			<p>The SEND Governor meets with the SENCo and the Chair of Governors regularly and is aware of the responsibilities and duties of schools for disability awareness and inclusive practice.</p> <p>The SENCo became a staff governor at the beginning of the 2024 academic year to help to further strengthen the relationship and information sharing between the school and its governors.</p>
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**Section 2: The school is designed to meet the needs of all children/young people.**

<b><u>Statement</u></b>	<b><u>Fully</u></b>	<b><u>Partial</u></b>	<b><u>Not</u></b>	<b><u>Plan prompt</u></b>
The size and layout of areas allow access for all children/young people, including wheelchair users.				Single-storey school with easy access from car park to school building. Internal ramp allows for wheelchair access to all parts of the building. External ramp allows for access into the main school building. External ramp allows for emergency evacuation of hall (Fire exit). Disabled toilet and shower accessible from all parts of the building SENCO and Senior leaders receive update training on disability discrimination.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.				The SENCo will bring requests for specific purchases to meet pupils' needs to the attention of the Business Manager and Headteacher.  The School works to improve access and resources for all pupils on roll at the school and to anticipate the needs of pupils who will join the school in the future.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.				The school uses specific maintenance companies to check all facilities on a regular basis. The School's Business Manager has all documentation securely recorded following each visit.  The Business Manager and Caretaker organise checks for all equipment and facilities.  The school ask that all staff, including cleaners, report any defects immediately to either the Business Manager or Caretaker.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.				Fire and emergency evacuation drills are held each half term. Identified pupils are given time to talk through their evacuation before the drill. Following a drill, the pupils' responses and any obstacles delaying or preventing the evacuation are noted and work takes place to remove these obstacles.

			As needed, staff use visual aids to support SEND pupils such as red and green cards as part of the evacuation protocol.
<p>With regards to ‘<i>Supporting pupils at school with medical conditions (2014)</i>’, there is a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children/young people taking medication, those with limited toileting training.</p>			<p>All medicines are stored in a locked cupboard / in the office area. For emergency medicines such as inhalers or epi-pens, locked first aid cabinets are located in every classroom for immediate access. If the medicine requires refrigeration, they are stored in a refrigerator in the Meeting Room.</p> <p>Only the designated staff with medicine administration and First Aid training can administer medicines to children and young people. All medicines are stored and administered in line with the school’s Medicines Policy. The Medicines’ Record must be completed by the family member on the day the medicine is brought into school.</p> <p>Changing facilities have been incorporated within the disabled toilet in the Early Years part of the school. This includes a wet room area with a shower to allow, when needed, full cleaning to take place with dignity.</p>
<p>Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.</p>			<p>Access to the school from the public highway to the paths around the school and the school’s car park are in place; visitors and the parents/ carers of all pupils within school abide by the parking guidelines and markings.</p> <p>School offer car park permits to those children and/or families with disabilities who need them.</p>
<p>There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.</p>			<p>Specific reference is made in the school’s and the CMAT’s policies for recruitment.</p>
<p>The décor and/or signage is not confusing or disorientating for children/young people with a visual impairment, autism or epilepsy. Colour schemes</p>			<p>The programme of decoration throughout the school has tried to use warm, muted tones for all walls and soft furnishings. Refurbishment has also seen a reduction in the number of display boards to prevent sensory</p>

<p>provide colour &amp; tonal contrast for children/young people with VI. Labels and signs are presented pictorially and in written word if needed for people with a disability.</p>			<p>overload. Class teacher's decorations of classrooms depend greatly on the pupils in their current year group, limiting the amount of visual displays if necessary, to creating a calm atmosphere.</p> <p>Visual timetables are used, such as Widgeo and 'now and next' approaches. Strategies such as Social Stories are used. Where possible, software programmes are used which generate the picture and the word.</p>
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**Section 3: The school delivers materials in other formats.**

<u>Statement</u>	<u>Fully</u>	<u>Partial</u>	<u>Not</u>	<u>Plan prompt</u>
Information is provided in simple language, symbols, large print, on audiotape or in braille for children/ young people and prospective pupils who may have difficulty with forms of printed information.				<p>The school uses Widgeits and similar symbols to communicate clearly to pupils who require routine and structure to their day through visual timetables and 'now and next' approaches. The SENCo works closely with the SALT team to use the most up to date colourful semantics packages to support access for all children.</p> <p>A magnifier is used in one of our classes to support a child who is supported by the VI team. The SENCo monitors access arrangements for this child closely with the support from the VI team.</p> <p>Additional work will be necessary to prepare for prospective pupils with other disabilities.</p>
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.				<p>Currently, the school responds to the specific needs of the pupils, presenting information in the format that best suits their needs.</p> <p>Effective strategies are often recommended by outside agencies, such as Educational Psychologists, Pre-School Inclusion Team, etc.</p> <p>Currently a visualiser and magnifier is used in our class to support a child under the VI team.</p>
ICT facilities are used to produce written information in different formats as appropriate.				<p>At this time, further development of IT is necessary in order to produce in different formats beyond printing in a larger font.</p> <p>IT is used by class teams to produce bespoke resources to meet individual pupils' needs. Those with visual stress have access to coloured overlays and will have copies of texts produced on coloured paper to support their needs.</p>

<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational/physiotherapists, speech and language therapists, school nurses, Health visitors, etc.</p>			<p>At this time, further development of IT is required. IT is used by class teams to produce bespoke resources to meet individual pupils' needs.</p> <p>External agency support from the Local Authority and Doncaster NHS Services has been vital in developing practices by offering advice, support and training. The school has developed very good links with these agencies.</p>
<p>There is an effective process to deal with both complaints and positive suggestions from the parents of children/young people with a disability.</p>			<p>The School's Complaints Policy is in place for any family to raise their concerns.</p> <p>The school uses many ways for families to communicate their feedback to the school, including opportunities at drop off and collection, email and booking appointment slots. SEND Reviews are also an opportunity for families to share their concerns and comments. The SEND Family Coffee Meetings are opportunities for feedback.</p>

### THE MAIN PRIORITIES IN OUR ACCESS PLAN FOCUS ON:

1. Increasing the extent to which disabled children / young people can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
3. Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

See SEND Action Plan for further information.

**St Peter's Catholic Primary School** will monitor the implementation of the plan and keep under review the access needs of the school.      **Next review date: 1 September 2025**