



# St. Peter's Catholic Primary School

## Accessibility Plan 2022-2025

*The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children Partnership. For more information go to <https://www.gloucestershire.gov.uk/gscp/>*

*This policy must be read in conjunction with the Safeguarding Incorporating Child Protection Policy and the Equal Opportunities Policy.*

**Ratified on: 24/11/2022**

**Review Date: September 2025**

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### 1.Aims

**St. Peter's Catholic Primary School** aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At St. Peter's Catholic Primary School, we recognise that everyone is made in the image and likeness of God and that everyone is unique and equal in God's eyes. We are proud of our inclusive, multi-cultural school family which is enriched by everyone's contributions to 'live, love and learn together to build a better world'.

We will deliver these aims (below) within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

\*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.

At St. Peter's Catholic Primary School, we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. We will deliver these

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase the extent to which disabled* pupils can participate in the curriculum</p>	<p>St. Peter's offers an adaptive curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Following INSET on The Inclusive Classroom, all teachers will: review their notebook slides to ensure the background colour supports the needs of all pupils in their class (pastel colours are suggested)</p>	<p>Class teachers</p>	<p>Ongoing</p>	<p>Pupils will be able to concentrate on the text on notebook slides</p>
		<p>agree whole school widget cards to support the needs of all pupils eg visual timetable using widget images</p>	<p>Class teachers</p>	<p>Ongoing</p>	<p>Widget cards will support pupils' independence in their learning</p>
		<p>consider the 'eight Rs' to develop an inclusive and effectively adapted classroom</p>	<p>Class teachers</p>	<p>Ongoing</p>	<p>The inclusive and effectively adapted classroom will support the learning needs of all pupils</p>
		<p>break the lesson into 5 manageable phases of learning, establishing a series of routines and good practice that will help teachers to adapt teaching for the benefit of all children</p>	<p>Class teachers</p>	<p>Ongoing</p>	<p>Pupils make good progress because adaptive teaching in all phase of the lesson makes learning more accessible</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</p>	<p>St. Peter's is a new school (2011), built with disability access in mind.</p> <p>It is over two stories which can internally be accessed via a lift, or externally via a wrap-around paved ramp.</p> <p>There are accessible toilets in each of the key areas and one wet room with showering facilities located in the EYFS area of the school.</p> <p>Corridors and doorways into and out of classrooms are wide to allow for wheelchair access and change of colour of floor lino indicates access to classrooms/rooms.</p> <p>.</p> <p>Two disabled bays are available in the car park.</p> <p>The school has a defibrillator located centrally.</p> <p>Acoustic panels are fitted in all classrooms and in the Spiritual Space and PE hall.</p>	<p>Continue to monitor the access to the physical environment as new children/parents with disabilities join the school. Invite the child and parents to join the Headteacher and/or SENDCo on a tour of the school and ask them for their suggestions on how best to improve the physical environment to support their child's needs.</p> <p>Headteacher and/or SENDCo to liaise with professional agencies to seek their advice.</p>	<p>Headteacher and SENDCo</p>	<p>ongoing</p>	<p>Disabled pupils and their parents/carers are able to access the physical environment (education, benefits and facilities) in line with their able-bodied peers.</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the availability of accessible information to disabled pupils</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Invite the child and parents to join the Headteacher and/or SENDCo to review the accessibility of information to disabled pupils asking them for their suggestions for improvement.</p> <p>Headteacher and/or SENDCo to liaise with professional agencies to seek their advice.</p>	<p>Headteacher and SENDCo</p>	<p>ongoing</p>	<p>Disabled pupils and their parents/carers are able to access information in a format that best meets their needs.</p>

## 4. Monitoring arrangements

This document will be reviewed and approved every **3** years by the Resources Committee.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy