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Accessibility Policy

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1.0 Introduction

At St Peter & St Paul School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from or involved with the School. The School aims to develop a culture of inclusion and diversity in which people feel free to disclose their disability and participate as fully as possible in school life.

On contacting the School, St Peter & St Paul School would aim for any prospective parent/carer or job applicant to feel able to discuss any disability in order that the School can reasonably evaluate what adjustments may need to be made and take such advice as it deems appropriate.

Our admissions policy is non-selective on entry, but the School must feel sure that it would be able to develop the potential of any prospective pupil with them having a happy and successful school career and emerging confident and well educated.

The achievement of disabled pupils is monitored and the School will make reasonable adjustments so as not to disadvantage a pupil because of his/her disability.

St Peter & St Paul School is located in a two storey Victorian building and a modern one storey extension, with no lifts fitted in either building. To access the broad curriculum offered, it requires children and staff to move through the building to specialist classrooms on a regular basis.

The 3-year Accessibility Action Plan, which is within the Appendix to this policy, outlines the plans that the Trustees and SLT have in place to make St Peter & St Paul School as accessible as is reasonably possible within the constraints of the current School site and financial budgets of the School.



2.0 RELEVANT LEGISLATION

The Equality Act 2010 defines a disabled person as someone who has ‘a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities’.

The Equality Act 2010 requires schools to have a three-year accessibility plan. St Peter & St Paul School has developed an Accessibility Action Plan which is contained within the Appendix of this Policy.

In accordance with Disability Equality in Education (DEE) St Peter & St Paul School recognises all pupils with special educational needs, including those children with an Education, Health and Care Plan (EHC Plan).

The School also recognises those with long-term medical needs and pupils with long term impairments which have a significant impact on their day-to-day activities as being treated as disabled for the purposes of the Act and for equality.

Consideration will be given to specific individual cases and provision may fall under other areas such as Health and Behaviour in Schools (2015) and Counselling in Schools: a blueprint for the future (March 2015).

3.0 School Accessibility Action Plan, including SENDA Accessibility Plan (See Appendix)

The School Accessibility Action Plan has been developed to ensure that the School complies with current legislation and works towards an efficient, cost effective and practical way of improving facilities, services and opportunities for the inclusion of disabled people.

The Plan aims to improve the following areas:

- Accessibility – entry, exit and moving around the building.
- Inclusion – activities carried out, assistance and support, treatment by others.
- Communication – knowledge of what is available.

The Action Plan has been developed to fill any gaps identified in achieving the following objectives:

- Admissions Policy – to ensure that full information is obtained such that the needs of prospective pupils and staff can be assessed, and reasonable adjustments considered.
- Physical layout – to consider all reasonable adjustments that can be made within the confines of the building and budgetary constraints and ensuring that any future developments will make the school more accessible to pupils, parents, prospective pupils and guests to the school.
- Curriculum/education – to adapt timetables and resources to ensure that pupils with disabilities or Special Educational Needs are taught in the most appropriate place/way to meet their individual needs.
- SEND Policy – to ensure that all children have the tools to access the same curriculum.
- Information provision – to ensure that all information is provided in a format which meets the needs of pupils, parents/carers, staff and others to whom the School provides a service.
- Welfare – to ensure that Policies and Procedures are in place to prevent discrimination or bullying of pupils with special needs or disabilities.



- Training – to ensure that staff training is provided, where required, specific to pupils with special needs or disabilities, e.g., lifting.

A review of this policy, through the Governing Body and the SLT, is undertaken within 3 years of the last review date.

4.0 Associated Policies

SEND policy 3.

5.0 Review Date

A review of this policy, by the Trustee Body and the SLT, is undertaken within 3 years of the last review date.

Signed (Chair of Trustees):

A handwritten signature in blue ink that reads "Kathy Denton".

Kathy Denton

Signed (Bursar):

A handwritten signature in blue ink that reads "Sally Moorwood".

Sally Moorwood



Appendix 1 - Accessibility Action Plan 2023-2024

Accessibility Action Plan 2023 – 2024 Target	Task	What required	Timescale	Responsibility	Monitoring
Accessibility: To ensure greater accessibility of parts of school to all users	Ensure plans for new work or development consider access, lighting, acoustics, colour, facilities and fittings.	Review all requests for work and development plans.	Annually / by project	Headteacher / Bursar / Estates' Manager	Estates' Committee / Chair
	Car park – ensure accessibility to park for disabled drivers or for children with specific needs	Ensure disabled parking space is available.	Annually / by event / application	Bursar	Estates' Committee / Chair
	Ensure timetable is structured to ensure easiest possible movement around school for pupils with mobility issues.	Identify children with specific mobility issues and adapt timetable accordingly where possible.	Summer term (each year)	Headteacher	Standards' Committee
	Ensure specific Fire Evacuation Plan are in place for disabled pupils and make appropriate adaptations	SENCO to consider needs of individual pupils within their class and develop an individual fire evacuation plan	Autumn term (each year)	SENCO	SLT Link Trustee for Learning Support Standards' Committee
	Annual review of school buildings to confirm any further adjustments which can be made to improve accessibility.		Spring term (each year)	Bursar	Health and Safety Committee



	Review of areas of school where accessibility may be an issue for guests / pupils	Identify ways to overcome any accessibility issues. Prepare potential suppliers and costings in the event that a change is needed to current practice.	Summer term annually or as required	Bursar	Estates' Committee
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Target	Task	What required	Timescale	Responsibility	Monitoring
Accessibility and Inclusion: Increase extent to which disabled pupils are able to move about school as required	Review specific needs via Education, Health and Care Plans (EHC's) with each subject coordinator and develop individual plan as required	Prepare access plan for each area of the curriculum covering access to the content plus movement around the school buildings.	Autumn term (each year) or on a case-by-case basis as applicable	Subject Coordinators, SENCO to outline need and report to Bursar, Estates' Manager	SLT
Inclusion: Ensure all recruitment practices are fair	Ensure the shortlisting panel do not take any disabilities into account from the monitoring form when shortlisting.	Ensure Monitoring Form removed from back of application form before passing to staff / Trustees to short list	As and when recruit	Bursar	SLT
Inclusion: Ensure understanding of disabled pupils needs / potential issues	To ensure all pupils learn about disabilities within the PSHE curriculum. To ensure that staff are adequately trained to provide appropriate support to pupils	To monitor teaching of PSHEE Curriculum To review staff training requirements to understand and best support individual pupil needs.	Ongoing Summer term (each year) or as needed	PSHE Co-ordinator Headteacher	SLT Trustees
Communication: To ensure communication to parents / prospective parents, pupils and staff meets individual needs.	Identify any special needs in communication and adapt accordingly.	Include questions on any special requirements for communication on pupil application form.	September 2023	Bursar	SLT

Appendix 2 - SENDA Accessibility Plan 2022 – 2025

Aims

The aim of this plan is to set out how SPSP intends to increase the accessibility of its activities and facilities for disabled pupils over the three-year period 2022-25

SPSP is committed to providing an inclusive environment. It has high ambitions for all of its pupils and expects them to be able to fully participate in school life as far as possible, with the aim of each individual reaching their full potential.

Definition of disability

A pupil is considered to have a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. The SEND Code of Practice 2015 defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. Disability includes sensory impairments and long-term health conditions.

Duty under the Equality Act

This plan fulfils the requirement for schools to have an accessibility plan for disabled pupils, as set out in the Equality Act 2010.

The plan seeks to identify and overcome barriers that may prevent pupils with disabilities from accessing what the school has to offer. It focuses on three areas:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of the school; and
- Improving the availability of accessible information to disabled pupils.

In line with the reasonable adjustments duty, SPSP will take reasonable steps to ensure disabled pupils aren't put at a disadvantage compared to other pupils. This covers all aspects of school life, including extra-curricular activities, educational visits and school trips.



In deciding whether an adjustment is reasonable, we will consider:

- Available resources
- The practicalities of making a particular adjustment
- The effect on other pupils
- Health and safety requirements

Responsibilities

The Headteacher and the Senior Leadership Team (SLT) assumes responsibility for compliance with the Equality Act and will seek advice and input from the Learning Support Co-ordinator and others with expert knowledge of disability.

Responsibilities include:

Reviewing SPSP's policies, procedures and facilities to maximise accessibility for disabled pupils.

Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, and by preparing and reviewing this plan.

Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years

Ensuring staff and pupils are made aware of disability, understand its effects, and accept and support disabled pupils as a part of school life

Links to other policies

Please read this policy in conjunction with the SEND policy, the Pastoral Care Policy, Anti-Bullying Policy and the Health and Safety Plan.

SPSP SEND Accessibility Plan 2022-25

The school has developed a plan to address the issue of disability access, within the limited scope offered by the physical constraints of the building and its historic qualities. This plan will be put into place when a child with a disability is registered at the school.

Disability	Access to the curriculum	Environment e.g., building, classroom	Policies	Documents	Trips	Timescale
Visual impairment	<p>Training will be provided, where necessary for staff to meet the requirements of a visually impaired child.</p> <p>All font sizes will be increased where necessary on any documents.</p> <p>A screen magnifier will be provided in ICT lessons. Screen magnifier software will be available.</p> <p>Purchase necessary resources to increase pupil participation e.g., screen reader software.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Plan classroom according to the individual needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Striped visibility strips on the stairs.</p> <p>Appropriate colour schemes will be incorporated, if necessary.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a visually impaired child.</p>	<p>School documents will be available in an alternative format.</p> <p>Any documents sent home to parents with a visual impairment will be written in large print, Braille or will be in audio format.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	As needed
Hearing impairment	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The teacher will wear a special speaking device.</p> <p>Use of microphones, where necessary.</p> <p>Visible signals.</p> <p>Ensure schemes of work in all subjects are accessible.</p>	<p>Fire alarm lights will be in place.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a hearing-impaired child.</p>		<p>Sign language will be provided, if possible.</p> <p>Staffing ratios will be adjusted.</p>	As needed



	School ethos of community to be developed to ensure all pupils feel welcome/valued.					
Speech / Language impairment	Training will be provided, where necessary, for staff to meet the requirements of each individual.	A speaker may be necessary at times. Ensure resources are available	All policies will be amended, where necessary,		Sign language will be provided, if possible.	As needed
Speech / Language impairment	Ensure schemes of work in all subjects are accessible. School ethos of community to be developed to ensure all pupils feel welcome/valued	for the individual to be able to communicate efficiently.	to meet the requirements.		Staffing ratios will be adjusted.	
Mobility	Training will be provided, where necessary, for staff to meet the requirements of each individual. Staff training on disability awareness to reflect the needs of pupils in the school. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued. Purchase necessary resources to increase pupil participation. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Plan classroom according to the individual needs of the child. Incorporate accessibility into any proposed structural alternatives. Ramp access to the doors. Ground floor toilet facilities to provide wheelchair access. Move the classroom to the ground floor.	Ensure all policies consider the implications of disability access.	Documents can be given to parents in a variety of formats depending on their individual needs.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	As needed
Manual dexterity	Training will be provided, where necessary, for staff to meet the requirements of each individual. A scribe may be required.	Ensure all classroom/public areas are adjusted to meet the needs of the child.	Ensure all policies consider the implications of manual dexterity.	Documents can be given to parents in a variety of formats.	The programme can be modified to	As needed.



	<p>Purchase necessary resources to increase pupil participation. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.</p>	<p>Incorporate accessibility into any proposed structural alternatives.</p>			<p>facilitate participation. Staffing ratios will be adjusted, if necessary.</p>	
Physical co-ordination	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual. A scribe may be required. Purchase necessary resources to increase pupil participation. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives.</p>	<p>Ensure all policies consider the implications of physical co-ordination.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation. Staffing ratios will be adjusted, if necessary.</p>	<p>As needed.</p>
Memory, concentration, learning, understanding (including recognition of physical behaviour)	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual. Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met. Regular meetings with specialists to ensure needs are met. Ensure schemes of work in all subjects are accessible. Lessons will be modified to meet the needs of the requirements of each individual. Purchase necessary resources to increase pupil participation. Peer support scheme.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives. Plan classroom according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of memory, concentration, learning, understanding (including recognition of physical behaviour)</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation. Staffing ratios will be adjusted.</p>	<p>Individual lessons provided. Advice given to parents.</p>



	School ethos of community to be developed to ensure all pupils feel welcome/valued.					
Continence	<p>Training will be provided, when necessary, for staff to meet the requirements of each individual.</p> <p>We will offer a peer support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Plan classroom/changing room to allow for privacy.</p> <p>Ensure facilities are readily available.</p> <p>Remind individual to go to the toilet on a regular basis.</p>	<p>Ensure all policies are amended to consider the implications of continence.</p>		<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	As needed.
Ability to lift/carry or move everyday objects	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The individual may need assistance when lifting objects.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Peer support scheme.</p> <p>The school ethos of community to be developed to ensure all pupils feel welcome/valued.</p> <p>Ensure schemes of work in all subjects are accessible.</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of the ability to lift/carry everyday objects.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	As needed.



	Lessons will be modified to meet the needs of the requirements of each individual.					
Sensory difficulties, learning difficulties, dyslexia, autism, ADHD, impairment resulting from or consisting of a mental illness	Training will be provided, where necessary, for staff to meet the requirements of each individual. Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met. Purchase necessary resources to increase pupil participation. Peer support scheme. The school ethos of community to be developed to ensure all pupils feel welcome/valued. Ensure schemes of work in all subjects are accessible. Lessons will be modified to meet the needs of the requirements of each individual.	Purchase necessary resources that meet the needs of the individual. Plan classroom/changing room according to the individual needs of the child.	Ensure all policies consider the implications of these.	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Individual lessons provided. Advice given to parents.

This policy will be reviewed annually, or on the admission of a child with SENDA accessibility requirements.