



Policy last reviewed	May 2026
Next Review	May 2029
Approved by SLT	May 2026
Approved by Trustees	May 2026

Accessibility Policy

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1. 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 able to disclose a disability and participate as fully as possible in school life.

On approaching the School, St Peter & St Paul School aims for any prospective parent/carers, pupil, visitor or job applicant to feel able to discuss any disability or accessibility need so that the School can consider what reasonable adjustments may be required and take appropriate advice where necessary.

Our admissions policy is non-selective on entry. The School will consider the individual needs of each prospective pupil and any reasonable adjustments that may be required, with the aim of enabling every pupil to have a happy and successful school career and to develop their full potential.

The achievement and participation of disabled pupils are monitored and the School will make reasonable adjustments so that pupils are not placed at a substantial disadvantage because of disability.



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St Peter & St Paul School is located within a two-storey Victorian building and a modern single-storey extension. There is no lift access to the first floor and pupils and staff move around the site to access specialist classrooms and facilities. The School will consider reasonable adjustments, including changes to room use, timetabling and support arrangements, where required.

The three-year Accessibility Plan within this policy outlines the actions that the Trustees and Senior Leadership Team have in place to make St Peter & St Paul School as accessible as is reasonably possible, taking account of the physical constraints of the site, health and safety considerations and available resources.

2. Relevant Legislation

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

The Equality Act 2010 requires schools to prepare and implement an accessibility plan and to keep that plan under review. St Peter & St Paul School maintains a three-year Accessibility Plan within this policy.

The School recognises that some pupils with special educational needs may also meet the definition of disability under the Equality Act 2010, including pupils with an Education, Health and Care Plan (EHCP), although special educational needs and disability are not the same.

The School also recognises that long-term medical conditions, sensory impairments, physical impairments and mental health conditions may amount to a disability where they meet the definition within the Equality Act 2010.

Each case will be considered individually, with reference to relevant statutory guidance, the SEND Code of Practice and the School's own policies and procedures.



3. School Accessibility Plan 2026–2029

The School Accessibility Plan has been developed to support compliance with the Equality Act 2010 and to provide a practical framework for improving access to the curriculum, the physical environment and information for disabled pupils.

The Plan aims to improve the following areas:

- Curriculum – increasing the extent to which disabled pupils can participate in the curriculum and wider school life.
- Physical environment – improving access to buildings, classrooms, facilities and the wider site where reasonably practicable.
- Information – improving the availability of information in accessible formats where required.

The School will work towards the following objectives during the 2026–2029 plan period:

- Admissions – identify accessibility needs at the earliest reasonable opportunity and consider appropriate reasonable adjustments for prospective and current pupils.
- Physical environment – consider accessibility as part of estates planning, maintenance, refurbishments and future developments, including access, lighting, acoustics, signage and circulation routes.
- Curriculum and participation – adapt teaching approaches, resources, timetables, rooming and support arrangements where reasonably required to enable disabled pupils to participate fully.
- Individual planning – ensure that relevant needs are reflected in support plans, EHCP arrangements, risk assessments and Personal Emergency Evacuation Plans (PEEPs), where required.
- Information provision – provide information in alternative or accessible formats where reasonably required by pupils or parents/carers.
- Inclusion and welfare – maintain policies and procedures that promote inclusion and prevent discrimination, harassment or bullying relating to disability.
- Training – provide staff training appropriate to identified pupil needs, including specialist training where necessary.



Priority	Action	Timescale	Responsibility	Monitoring
Curriculum access	Review the needs of disabled pupils and make reasonable adjustments to teaching, resources, rooming, timetables, trips and extra-curricular activities.	Ongoing / at least annually	Headteacher / SENDCo / teaching staff	SLT
Physical environment	Review accessibility of the site and consider reasonable improvements through maintenance, refurbishment and capital projects. Maintain suitable access and accessible parking arrangements where practicable.	Annually and by project	School Business & Development Manager / Estates Manager	Trustees / Estates & H&S oversight
Emergency arrangements	Identify pupils or adults who may require assistance in an emergency and prepare individual PEEPs where appropriate.	On admission / when need identified / reviewed annually	SENDCo / School Business & Development Manager	SLT
Accessible information	Provide school information in alternative formats or through reasonable communication adjustments where required.	As required	School Business & Development Manager / SENDCo	SLT
Staff awareness and training	Provide disability awareness or pupil-specific training where a need is identified.	As required	Headteacher / SENDCo	SLT
Admissions and transition	Seek relevant information about accessibility needs early enough to assess and plan reasonable adjustments.	At application / transition	Admissions / Headteacher / SENDCo	SLT

The Accessibility Plan will be kept under review throughout the three-year period and revised sooner where there is a significant change in need, provision or the School site.

4. Associated Policies

SEND & Inclusion Policy

Admissions Policy

Anti-Bullying Policy

Health & Safety Policy

Educational Visits Policy

Supporting Pupils with Medical Conditions Policy

Fire Safety and Emergency Evacuation Procedures



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5. Review

This policy and the Accessibility Plan will be formally reviewed at least every three years by the Senior Leadership Team and Trustees. The plan will also be monitored during the review period and amended sooner where required.

Signed

(School Business & Development Manager):

D. N. Pothan

Signed

(Chair of Trustees):

Anne Cawley