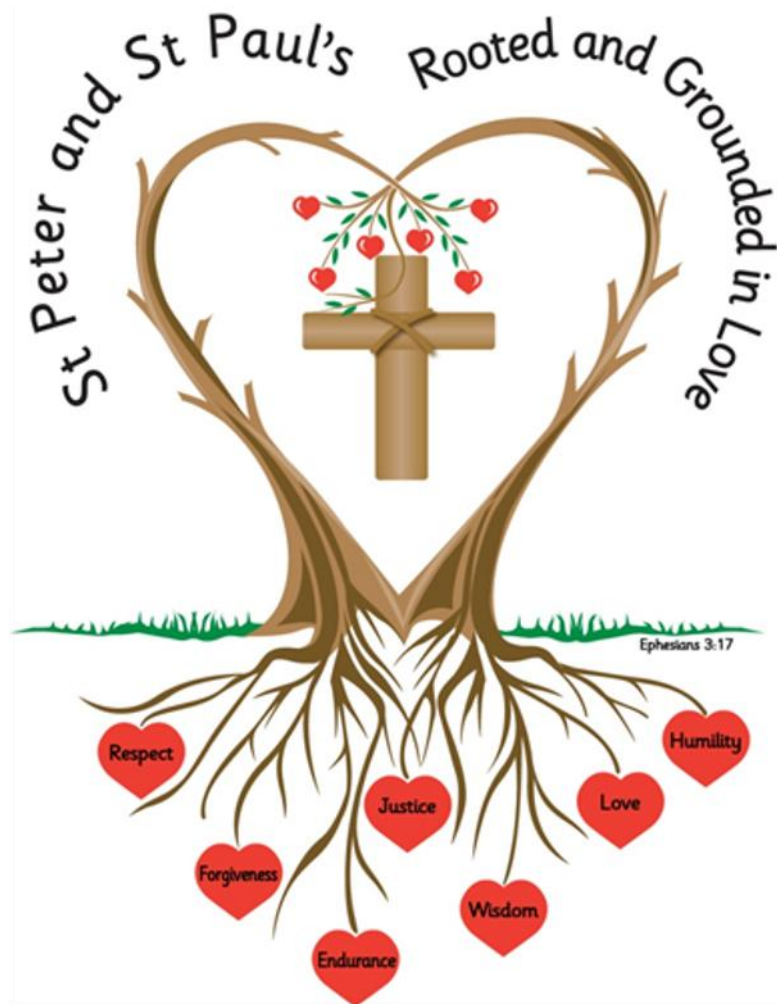




St Peter and St Paul's
Church of England Primary School

Accessibility Policy

Rooted and grounded in the love of God, St. Peter's & St. Paul's Church of England Primary School is a vibrant, inclusive community, where every person is empowered to reach their full potential. Guided by our Christian values and the teachings of Jesus, together, we aim to grow into good citizens of heaven and earth. We strive to cultivate a nurturing environment that inspires everyone to develop a lifelong love of learning, grow in character, and make a positive impact on the world around us, working together to be a good neighbour to all.

1. Purpose

At St Peter & St Paul's CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high-quality learning opportunities so that each child attains and achieves all that they can. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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.

2. Aims

Our school aims to

- Increase access to the curriculum for pupils with disabilities.
- Improve the physical environment of the school to enable greater participation by pupils, staff and visitors with disabilities.

- Improve the availability of information for pupils, parents and visitors with disabilities.
- Eliminate discrimination and promote equality of opportunity.
- Foster positive attitudes towards diversity and inclusion.

St Peter & St Paul's CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St Peter & St Paul's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

The St Peter & St Paul's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Health & Safety Policy
- Special Educational Needs Policy
- Medicines Policy
- Safeguarding Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

3. Current Good Practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

4. Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

5. Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

6. Access Audit

The school is a single storey building. Entrances to the school are flat or have a small step over and the majority have wide doors fitted. The main entrance features a secure lobby and has been fitted with a reception hatch. We make reasonable adjustments as the need arises. The school has visitor car parking spaces outside the car park and there is a disabled space on the car park. There is a disabled toilet facility available which is fitted with a

handrail and a pull emergency cord. The school has internal emergency signage and escape routes which are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENDCo network meetings and other communications as needed.

7. Complaints

School works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

Named senior leader for accessibility plan	Heather Crossley SENDco
Approved by	Governing Body
Date approved	October 2026
Review date	Annually
Website publication date	October 2026

Accessibility Action Plan 2026-2029

1. Improving Access to the Curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.

Objective	Action	Timescale	Responsibility	Success Criteria
Ensure all children can access the curriculum	Continue high-quality adaptive teaching and staff training	On going	Class teachers Head teacher / SENDCo	Lesson observations demonstrate inclusive practice
Improve staff understanding of SEND and inclusion	Provide annual SEND, neurodiversity and accessibility training Signpost staff to appropriate support as needed	Annual/ongoing	SENDCo	Staff confidence and knowledge increased
Increase use of assistive technology	Audit and purchase appropriate technology where required	2026-2027	SENDCo	Pupils access learning more independently
Ensure participation in extracurricular activities	Review clubs, trips and enrichment opportunities for accessibility	Annual	Teachers / SENDCo	All pupils able to participate where reasonable adjustments can be made
Strengthen pupil voice	Gather views of pupils with SEND regarding accessibility and inclusion	Termly	SENDCo	Pupils report feeling included and supported

2. Improving the Physical Environment

To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Objective	Action	Timescale	Responsibility	Succes Criteria
Improve access throughout the school site	Annual accessibility audit of indoor and outdoor areas	Annual	Headteacher H&S adviser	Identified barriers addressed
Ensure classrooms remain accessible	Review layout and accessibility of learning environments	Annually	Teachers	Classrooms accommodate pupil needs
Improve signage	Introduce clear, accessible signage where required	On going	Headteacher H&S adviser	Easier navigation across site
Improve emergency evacuation arrangements	Review individual evacuation plans and accessibility procedures	Annual	Headteacher	Safe evacuation procedures in place
Consider accessibility in future building projects	Include accessibility impact assessments in refurbishment plans	On going	Governors / Headteacher	Accessibility considered in all developments

3. Improving Access to Information

Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Objective	Action	Timescale	Responsibility	Succes Criteria
Ensure information is available in accessible formats	Provide large print, electronic or alternative formats upon request	On going	School Office	Information accessible for all
Improve website accessibility	Review website compliance and accessibility features annually	Annual	Website Administrator	Website meets current accessibility standards
Improve communication with families	Use plain English and accessible communication methods	On going	All Staff	Increased parental engagement
Support families with additional communication needs	Provide translated or adapted materials where required	On going	School Office	Families can access school information effectively
Increase digital accessibility	Ensure documents are created using accessibility best practice	On going	All Staff	Accessible documents regularly produced

