

ST PETER'S ROMAN CATHOLIC PRIMARY SCHOOL



Accessibility Plan 2022-23

MISSION STATEMENT

Through Jesus, we love, we learn and we grow together

Aims

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

- *Ensure where possible the extent to which disabled pupils can participate in the curriculum.
- *Where possible improve the physical environment of the school to enable disabled pupils to have optimum benefits in their education, facilities and services provided.
- *Improve the availability of accessible information to disabled pupils.

St Peters RC Primary School aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Peters RC Primary we are committed to ensuring equality of education and opportunity for disabled pupils and staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

Legislation and Guidance

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice 'long term' is defined as 'more than minor or trivial'. The definition includes sensory impairment such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

In this plan 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice says children have a learning difficulty or disability if they:

- *have significantly greater difficulty in learning than the majority of children of the same age.

- *have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools

- *are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught.

St Peters has adopted this Accessibility Plan in line with the School Information Report with the aim of ensuring that the school is socially and academically inclusive, that all pupils have access to a full curriculum and that all pupils are appropriately challenged.

Our SEN Information Report outlines the schools provision for supporting pupils with Special Educational Needs and Disabilities (SEND)

This Accessibility Plan in conjunction with our SEN Information Report explains how we ensure equal opportunities for all our pupils.

Action Plan

Our aim in accordance with the Equality Act 2010

Increased access to the curriculum for pupils with a disability.

*Our school offers an adapted curriculum for all pupils according to their level of need where pupils receive the support they need, to reach expected outcomes.

*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 regularly reviewed to ensure it meets the needs of all pupils.

*Staff training to build awareness of different needs and disabilities

*Staff work effectively with outside agencies to ensure that an appropriate level of expertise is accessed to help teachers plan for children with additional needs.

*All staff endeavour to work effectively with parents/carers so that everyone understands the additional needs of pupils.

*Learning walks are carried out regularly to ensure that good practice is upheld at all times for children with additional needs.

*Early identification of additional needs and support tailored to those needs across the school.

*Attendance for children with additional needs and other vulnerable learners is closely monitored to minimise impact in achievement.

Agreed Actions

Action	Lead	Timescale	Outcome
Review and be aware of the needs of pupils, parents and visitors who need support for the short or long-term.	SENDCo Headteacher	Ongoing	Regular reviews of pupils using Record of Need. Dynamic reviews for pupils and parents
Training for all staff to maintain and increase the access to the curriculum for all pupils	SENDCo and all staff	Ongoing	The access to the curriculum remains open to all learners
Extra-curricular activities are adapted where needed to ensure that all can participate	SENDCo and teaching staff	Ongoing (review of provision Spring 2023)	All pupils have a range of extra-curricular activities to choose from and no activities are unavailable to pupils with disabilities

Maintain access to the physical environment.	SENDCo to liaise with SLT regarding any pupils with specific needs	Ongoing	Pupils have access to all areas of the environment. The environment is adapted where possible to a pupils needs.
Maintain safe access around the site for all pupils	Headteacher SENDCo Caretaker Trust	Annual inspection	Site is safe and access is as open as possible for pupils with disabilities. Where additional measures are required, they are in place.
PEEPs in place as required	Headteacher	In place Review Spring 2023	In an emergency, all pupils and staff, including those with a disability are able to exit the building.
Teachers plan to ensure fair access to the taught curriculum	Class teachers Headteacher SENDCo	Ongoing	There are no barriers to learning for any pupil in any subject- including more physical subjects such as PE, art or DT.
Safe space for any pupils requiring intimate care	Headteacher SENDCo	If required	Any pupils requiring intimate care have a safe space available for use.
Written material available in a variety of formats	Class teachers Admin staff	Ongoing	Those pupils and parents who have a visual impairment, learning need, or disability receive information in a form appropriate to them.