



St Peter's C.E. Primary School

Accessibility Plan

(November 2016 – January 2020)

Mission Statement

In this distinctive, inclusive, Christian school, where everyone matters, we nurture and develop opportunities for life long learning. We come together in a vibrant, creative community that also develops our spiritual and cultural lives through:

- Love
- Trust
- Care
- Respect
- Joy
-

ensuring that everyone successfully achieves their full potential.

Description of the school

St Peter's is a Voluntary Aided Church of England School attached to the Parish Church of St Peter's in Darwen.

There are places for 315 children in school, 45 in each year group.

The children are presently grouped into 10 classes:

- 5 classes in the Foundation Stage and Key Stage 1 (Reception, Year 1 and 2)
- 6 classes in Key Stage 2 (Year 3 to 6)

There are currently no wheelchair users in the school and one child in Reception (2016) wearing callipers, with some mobility issues. There are a number of children across the school with hearing sensitivity and one child in Y6 (2016) with a hearing aid in one ear.

Introduction

This plan identifies the ongoing actions of the Governing Body of St Peter's CE Primary School to increase access to education for disabled pupils in the following three areas;

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The attached plan is fully supported and resourced by the Governing Body and will be implemented from 1st January 2017 onwards. It will be reviewed and revised by the Governing Body annually until Spring Term 2020.

This policy should be read alongside the following policies;

- Disability Equality Scheme (2015)
- Health and safety
- Special Needs
- Race Equality

- All curriculum area policies
- Equal opportunities

Vision and Values

At St Peter's CE Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their needs: education, physical, sensory, social, spiritual, emotional or cultural.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Existing control measures

The following practices are in place:

Curriculum:

- Data obtained on pupils entering the Foundation Stage and those transferring from other schools to facilitate advanced planning;
- Established procedures for the identification and support of pupils with Special Educational Needs and disabilities;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, English and numeracy skills as well as other curriculum support;
- Special considerations for pupils taking part in tests e.g. adult readers provided where necessary;
- Intervention rooms available for small group teaching;
- Where a child has a special need whereby they cannot access the curriculum, a teaching assistant will be deployed to plan and deliver according to their individual targets;
- Strong links with outside support agencies;
- Regular opportunities for SEND children to participate in sports representing the school;
- Consideration of children's preferred learning styles.

Physical Environment:

- Wide access doors from the corridor into all classrooms;
- Double gates to carpark to allow access for all vehicles;

- Disabled toilet facility;
- A ramp to provide access to the main office/entrance to the building;
- No steps around the perimeter of the school to provide access to all doors;
- Regular evaluation of the school site for accessibility by the Buildings Committee.

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to one meetings with the SENDCO/Headteacher;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs;
- Information sharing between key members of staff and the well-being co-ordinator;
- All children on the SEND register are provided with a termly Individual Education Plan (IEP) and those with EHC plans, half termly;
- IEPs shared with parents at least once a term;
- Progress of SEND children is tracked closely every half term.

Improvement priorities

The attached plan shows the school improvement priorities (with timescales for completion) regarding accessibility for all pupils, staff and visitors.

This plan will become an agenda item at all Buildings committee meetings of the governors. Progress towards targets will be measured and reported on.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process, the progress of which is monitored termly by Governors and the Leadership Team. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

The Governors will evaluate and report on its impact annually to parents/carers in the School Profile, utilising evidence gained from feedback from individual children, agencies, performance data and feedback from parents/carers.

Signed:

Date: November 2016

Review due: Spring term 2020