



Policy:	Accessibility Plan
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Review Frequency:	3 Years
Review Date:	January 2022

As a Rights Respecting School we recognise Article 2 'Every child will be treated without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background' from the UN Convention of the Rights of the Child.

Introduction

All schools and LAs have a duty to ensure that pupils with disabilities are not unlawfully discriminated against. They have a planning duty to increase accessibility for disabled pupils. As part of this, each school has a duty to produce an accessibility plan under the Equalities Act 2010, which states that:

' a person has a disability 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 carry out normal day-to-day activities'.

At St Peter's, we adopt a fully inclusive policy to any child wishing to join our school. This is an inclusive environment and we wish to serve every member of our community no matter what level their need or possible disability. Consequently, we wish to do all that we can to ensure that our school and what we do in it is accessible to all of our children, our parents and the wider community. St Peter's is a Victorian school, which was built long before consideration was given to accessibility issues. This cannot be used as an excuse but merely makes our task of facilitating access far more challenging. However, we have and will continue to plan to address the factors which limit physical access to our school.

What we want to Achieve

We want our school to be physically accessible to all members of our community and for every aspect of the education we provide here to be fully accessible to all of our children.

How the Accessibility Plan Fits into Our School Plan

- Children with disabilities will normally be on the SEN register (see SEN Policy)
- There may be additional considerations for Health and Safety (H&S Policy) and particularly on school trips
- Alterations to the building and infrastructure that require financial expenditure will be included in the School Improvement Plan.

Role of the Governing Body:

- The Governing Body should approve the school's access plan and provision for pupils with disabilities, ensuring that funding arrangements are clear.
- Governors may appoint a committee or a named governor to take particular interest in and monitor the impact of the access plan. Obligations include the need to ensure pupils are not treated less favourably in the activities and life of the school, and that teachers and support staff are aware of the importance of ensuring that they are not discriminated against.



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- As with all plans, the accessibility plan should be subject to a regular cycle of monitoring, evaluation and review. From September 2002 governing bodies, in their annual reports to parents, must report on their accessibility plan to show how they will increase access to education for disabled pupils in their school. In the light of evaluation and the responses to any consultation, the school should consider whether the plan needs amending.
- In Early Years settings, the management group should work with practitioners to determine the setting's policy for children with disabilities.

Schools are required to plan for:

- **Increasing access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- **Improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information to disabled pupils.** This will include making written information that is normally provided by the school to its pupils, accessible to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.
- **Covering each of the following SEN dimensions:**
 - Communication and Interaction
 - Cognition and Learning
 - Behaviour, Emotional and Social
 - Physical, Sensory and Medical

Drawing up the Accessibility Plan

- Although the accessibility plan is separate from the school development plan, it does form part of the school's overall planning process and dovetails into the school development plan.
- In drawing up plans, we take account of the **Code of Practice for Schools**, issued by the Disability Rights Commission and **Accessible Schools: Planning to increase access to schools for disabled pupils**, issued by the DfES.
- The Headteacher will be responsible for drawing up the accessibility plan and the Governing Body for monitoring and auditing the plan.
- The school will make best use of the available expertise. Disabled pupils, their parents, specialist teachers, local voluntary and disability organisations might be able to bring a useful perspective to help identify practices and arrangements that act as a barrier to admitting, accommodating and including disabled children.



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Identifying Barriers to Access: A Checklist

Section 1: How does your school deliver the curriculum?	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	*	
Are your classrooms optimally organised for disabled pupils?		*
Do lessons provide opportunities for all pupils to achieve?	*	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	*	
Are all pupils encouraged to take part in music, drama and physical activities?	*	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	*	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	*	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	*	
Do you provide access to computer technology appropriate for students with disabilities?	*	
Are school visits, including those overseas, accessible to all pupils irrespective of impairment?	*	

Section 2: Is your school designed to meet the needs of all pupils?	Yes	No
Does the size and layout of areas - including all classrooms, hall, library, outdoor sporting facilities and playgrounds allow access for all pupils?		*
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		*
Are pathways of travel around the school site and parking arrangements safe and well signed?		*
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		*
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		*
Are areas to which pupils should have access well lit?	*	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	*	
Is furniture and equipment selected, adjusted and located appropriately?	*	



Current Provision and Issues

Access to the school curriculum

The school makes any and every adaptation required to ensure that all of our children can access every area of the curriculum and any type of extracurricular enrichment activity which takes place. No children are disadvantaged in anyway at St Peter's and should it become apparent that any aspect of our practice or provision needed to be altered to ensure that this remained the case, we would do so.

We have a comprehensive SEN policy and we follow the SEN Code of Practice fully. Despite only having a PAN of 24, with the major financial limitations that entails, the school governors are committed to maintaining single age group classes. The teachers of these classes all have QTS. They plan and deliver differentiated, age appropriate lessons which are subject to ongoing monitoring by the SLT and relevant subject co-ordinators.

The school is well resourced and the SENCo has a separate budget from which she is able to purchase any materials required to support the learning of any disabled pupil. In addition, if more major adaptations are required, such as the provision of separate learning areas for disabled pupils, then these are planned for and addressed as fully as is possible. The school has provided a separate learning area for a child with hearing loss and classrooms have been re-arranged to support the learning of autistic children.

Despite only having a PAN of 24, the school employs a number of Teaching Assistants. The TAs support specific children who have more significant needs as well as providing targeted support to a wider range of children who have a lower level of need which nevertheless limits the degree to which they can access the age appropriate curriculum.

The SENCo is able to access external support for pupils through the school budget and our own independently organised access to third parties such as Educational Psychologists etc, as well as through the LA's own structure such as LIFT. Staff receive any training which is required to support the needs of our children to ensure that they can enjoy full access to the life of the school.

The attainment and progress of all SEN and PP children are monitored, evaluated and reported. If issues arise, these are addressed as fully as possible.

Hence, we can report that the school makes every reasonable adjustment to ensure that no child is disadvantaged because of a disability. Our staff go to whatever lengths are required to adapt both our curriculum and our teaching so that the education we provide is accessible to all. However, the continuing issue we have is not related to the adaptations we make to our practice, the curriculum and the resources we use within classrooms, but rather it relates to the limitations of the school site.

Access to the physical environment of the school

St Peter's school enjoys a wonderful site. The buildings and the environment add a magical element to our school. However, they also have severe limitations with regard to the delivery of modern education in an inclusive manner. The two school buildings are old and the Lodge was the former vicarage and therefore was never designed for use as a school building. Neither building allows easy access for a disabled person. Further, the site itself is almost impossible to access for anyone in a wheelchair. Despite ongoing efforts to improve physical access to the site, the reality is that considerable issues continue to limit access for those with disabilities.



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1. Access onto and around the Site

The main pedestrian entrance to the school is not accessible to anyone in a wheelchair. Indeed it provides considerable difficulties for anyone who has any form of mobility issues. The entrance is single width and is on a steep hill, fronting onto a narrow but busy road, and involves steps both inside and outside the entrance gate which accesses directly onto a sloping playground. It is impossible to make any adaptation which could address these issues fully.

It is possible for a person in a wheelchair or with limited mobility to access the site through the rear entrance gate. Further, we have a parking area adjacent to this rear gate and hence it would be possible for a disabled person to drive close to the gate and access the site from there. The issue then however is that there is no wheelchair entrance to the Lodge building and the Mount Pleasant building only has a non-compliant ramp which will provide access to the building, but there are then doorways which will prevent passage around the building.

Hence, the site and the buildings are currently only accessible to people who are mobile.

2. Parking

There are limited parking facilities at the school. There is a small parking area adjacent to the rear entrance. These spaces need to be re-marked and one of them needs to be clearly designated as a disabled parking space.

3. Toileting/Showering/Medical facilities

Toileting facilities at the school are very limited. In the Lodge, there are two children's toilet cubicles on the ground floor and one larger one which is used by adults and children. This is designated as a disabled toilet but does not meet the criteria for such. On the first floor of the building, there are two more toilet cubicles suitable for adults and Year 6 children. In the Mount Pleasant building, there is one adult toilet and four stalls for the children. One of these is a disabled access cubicle. Hence, in total across the site, we have 1 adult toilet, 3 which are adult/child use, and 6 which are for child use, one of which is disabled access. However, it should be noted that this toilet is in an area which is accessed internally from a narrow corridor which would not permit the passage of a wheelchair.

There are no shower facilities, changing places or care suites on site. There is no first aid facility and no access to running water where first aid could be adequately administered.



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Accessibility Plan 2019

	Targets	Actions	Cost	Timeframe	Achieved
Year 1 - 3	To provide convenient designated parking for any disabled visitor.	<ul style="list-style-type: none"> Re mark the parking spaces outside the Mount Pleasant building with a designated disabled parking space immediately adjacent to the rear entrance gate. 	£1000	May 2019	
	To so alter the classroom size of the Lodge Building to allow any disabled pupil, teacher or visitor to use them.	<ul style="list-style-type: none"> Complete all required structural alterations to the Lodge building to allow those with significant mobility/sight issues to use the classrooms. 	£20,000	September 2019	
	To provide compliant access to and through the Lodge Building.	<ul style="list-style-type: none"> To so alter all of the entrance and passage ways of the Lodge that any disabled person may use it safely and have safe entrance and egress from the building in any eventuality. 	£20,000	September 2020	
	To provide the Lodge Building with an adequate number of both adult and child toilets, including one DDA complaint disabled access toilet, and an adjacent shower facility.	<ul style="list-style-type: none"> The Lodge is fully compliant with regulations regarding toileting facilities for primary schools and has a complaint disabled toilet. 	£20,000	September 2022	
Year 4 - 6	<p>To so alter the Mount Pleasant building that it:</p> <ul style="list-style-type: none"> * allows full DDA compliant access into and throughout, * provides the school with a fully equipped medical room which allows any ongoing medical treatment to be administered safely and in a dignified manner, * which provides sufficient toilet facilities for a primary school. 	<ul style="list-style-type: none"> To make any required alterations to the classroom size in the Mount Pleasant Building to allow easy access for any disabled pupil, member of staff or visitor. To identify the most suitable permanent location for the school office, which allows DDA compliant access into the building and to complete plans for required alterations. To construct an office, with DDA access and a medical room adjoining. To site and construct an adequate number of both adult and child toilets, including one complaint disabled access toilet. 	£20,000 £2,000 £30,000 £20,000	September 2023 July 2023 September 2025 September 2025	