



St Peter's CE Primary

School Accessibility Plan

Statutory	Yes
Staff member	Sam Adcock
Governor	
Last amendment date	Autumn 2020
Renewal date	Autumn 2023
Renewal cycle	Every 3 years

Introduction

St Peter'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 parent's 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.

Our Diversity, Equity and Inclusion mission is to promote equality of opportunity across all protected characteristics. Every member of the school community should feel safe, secure, valued and of equal worth. At St Peter's, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, race, disability, religion or belief, sexual orientation, age, gender re-assignment or any other recognised area of discrimination including pregnancy and maternity.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on 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.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Our Aims and Objectives

- 1) **To increase access to the curriculum for pupils with a physical disability** and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers 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;
- 2) **To improve and maintain access to the physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- 3) **To improve the delivery of written information to pupils, staff, parents and visitors with disabilities**; examples might include 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.

Access Audit

The school is mostly on ground floor level with wide door access. Where there are steps there are alternative places to move on ground floor level with ramps.

Years 5 and 6 and part of the administration block are on the first floor. Should a child not be able to access these areas reasonable adjustments will be made. The classrooms will be moved onto the ground floor and the administrative staff will meet and greet on the ground floor level.

There is the option to install a lift in the teaching block across the playground.

The main entrance features a secure lobby.

There are disabled toilet facilities, one in the foundation Stage and one in the administrative block. They are fitted with handrails and emergency pull cords.

Management and implementation

We consult with outside agencies such as occupational therapists and physiotherapists to administer risk assessments. Recommendations for reasonable adjustments can then be made.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The governing body and Senior Leadership Team will work closely with the Local Authority and Diocese and monitor the plan.

Links with other policies

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

- Critical Incident Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Risk assessments
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report & SEND Policy
- Supporting pupils with medical conditions policy
- Personal Emergency Evacuation Plans
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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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____