



St Peter's C of E Primary Academy, Stonnall

Executive Principal: Mr M. Seex

Head of School: Mr D. Castledine

Chair of Local academy committee: Ms Z. Heath

Accessibility plan

Written by: Miss N. Hiley (SENDCO)

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Review: October 2026

Aims

The aims of this Accessibility Plan are to ensure that St Peter's Primary Academy continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

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.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. St Peter's Primary Academy is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Target	Strategies	Timescale	Success Criteria
Effective communication and engagement with parents	Minimum of 1 x termly meetings for IEP reviews/discussion on progress Discussion on targets and parent views considered Targets to be clearly identified on IEPs for parents to work on	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning IEPs reviewed with parents and new targets shared Parents understand targets and know how to support their child with at least one of the targets All parents aware of the SEN needs of their child.
Training for staff on increasing access to the curriculum for all pupils	Epipen training Intimate care policy and trained staff Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc	In place and ongoing:	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
To improve the physical environment of the school to increase the extent in which disabled pupils can access the curriculum	Consider class layout to ensure disabled pupils can move freely around classrooms and adapt where necessary. To monitor the use of the playground by disabled pupils to ensure that the provision is accessible (accident monitoring). Seek views of children	ongoing	Pupils will be able to access all areas of the physical environment when engaging in activities. Children are happy and enjoy play times and learning in their classroom
To improve the extent to which pupils can	Ensure appropriate deployment of staff to support all areas of the curriculum.	Ongoing	Pupils with disabilities/medical needs have full access and participation to the curriculum.

<p>participate in the school curriculum</p>	<p>Ensure that activities, resources and equipment are suited to the child's individual needs.</p> <p>To investigate alternatives for non-ambulant pupils to participate in Sports Days.</p> <p>Involve SENCo/ Class Teachers/ Support Staff in briefings related to the specific needs of such pupils as required.</p> <p>Ongoing collaborative information and practice sharing with relevant external agencies</p>		<p>Alternative, appropriate provision is made for pupils with medical/ disabilities to access curriculum.</p> <p>Staff are aware of needs and methods of support.</p>
<p>To improve the delivery of information that is provided in writing for pupils who are not disabled</p>	<p>Monitor differentiation to ensure that it meets the needs of all pupils.</p> <p>To ensure there is consistent information sharing between classes linked to individual pupils needs.</p> <p>Identify elements of written communication that cause barriers. This might include worksheets, marking and feedback, tests, notices, homework and look at alternative delivery methods.</p> <p>Access support from agencies to identify and implement appropriate use of resources for individual pupils.</p>		<p>Pupils needs will be communicated to relevant staff members.</p> <p>Pupils will access all areas of learning in the most suitable way that meets their needs.</p>
<p>To update and share the plan</p>	<p>Making it available to parents to read (at appropriate text size).</p>	<p>As required</p>	<p>Web site links to accessibility plan.</p> <p>School prospectus and profile updated accordingly.</p>

	<p>Provide links to the document on the school website.</p> <p>Make additional copies available to parents/ other stakeholders on request from the school office.</p> <p>To include necessary information in the School Prospectus/ Profile.</p>		
<p>To identify pupils who may need additional provision to ensure smooth transition.</p>	<p>Liaise with pre-school providers to review potential intakes each year.</p> <p>Liaise with SENCo's to ensure clear transfer of records/information</p> <p>Arrange multi-agency meetings where necessary to ensure the provision is suitable</p> <p>Observe the child in their setting prior to attending out school</p> <p>Any changes in pupil's needs identified within SENCo progress meetings – termly and IEPs to reflect any needs identified</p> <p>Meeting arranged with parents – information sharing/needs of the child- at least termly</p>	<p>Summer Term for transition and Autumn Term follow-up each September</p>	<p>Procedures, resources/equipment and strategies in place</p> <p>Parents are kept informed of provision and consulted</p>
<p>To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND Support</p>	<p>Transition meetings in the summer term</p> <p>Transfer of records / meetings with teachers and relevant staff such as TA's and dinner staff.</p>	<p>Transition meetings at the end of year</p> <p>On-going meetings SENCo</p>	<p>All staff are clear about their responsibilities in meeting pupil's needs</p>

