



## St Peter's Catholic Voluntary Academy

### Accessibility Plan June 2021 – June 2024

#### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

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

Date of Plan: 18.06.21 - to be reviewed every three years.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

The purpose and direction of the school's plan: vision and values

At St Peter's Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. St Peter's Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

:

- asthma
- eczema
- hearing impairment

- rare syndromes
- ADHD
- ASD
- Working memory disorder
- Allergies including anaphylaxis, coeliac, and intolerances.
- Heart problems
- Diabetes

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a recent survey.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils (and ALL pupils) have access to extra-curricular activities.

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	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Ensuring all areas of school life are fully accessible to any children with a disability or medical issue.	All staff to have epipen training. All staff to have an awareness of medical needs within school. Medications to be kept centrally (in medical area). Standard trip letter to be used for trips –(on Google drive) so that medical details are ALWAYS recorded/taken account of when taking a child off site.	All staff	ASAP	Epipen training Diabetes training	Headteacher
2	Availability of written material in alternative formats	School makes itself aware of the services available through its LA for converting written information into alternative formats.	CMAT Head Teacher Admin Staff SENCo	On-going	If needed the school can provide information in alternative formats	Head Teacher Feedback from parents and staff.
3	Continue to raise staff awareness of disabilities issues.	School to seek advice from experts. Considering the needs of specific pupils, both for school and off-site activities.	CMAT Health Authority. Disability Rights Commission. All school staff.	On-going	Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SLT SENCo. Class Teachers. LSAs. Other non-teaching staff.
		Promote disability equality via <ul style="list-style-type: none"> <li>• Staff meetings.</li> <li>• PSHCE lessons.</li> <li>• Assemblies.</li> <li>• Celebrating difference.</li> </ul>	Whole staff	ongoing	Increased whole school awareness of disability issues.	SENCo All staff.

4	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Specific trip letter used (on shared system) to gather contact details and medical details EVERY TIME children are taken off site. Ensure thorough risk assessments are carried out for every trip, which include provision for chn with disability.	Visit leaders. Educational Visits Co-ordinator. Head Teacher .	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils
5	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
6	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	ongoing	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENCo.