



## St Peter's C.E. Primary School

### Accessibility Plan

| <b>Marking Policy- Document Status</b> |                |                             |              |
|--|----------------|-----------------------------|--------------|
| <b>Date of Policy Creation</b>         | September 2017 | <b>Named Responsibility</b> | Ruth Boughey |
| <b>Next Review Due</b>                 | September 2020 | <b>Named Responsibility</b> | Emma Plowman |

**St Peter's CE (Controlled)  
Primary School  
Accessibility Plan 2017-2020**

**Introduction-**

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2015:0 to 25 years. This will be reviewed every three years by the Governing Body.

**Definitions of SEND-**

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is' ... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

(SEND code of Practice 2015)

**The Equality Act 2010**

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2015)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2015)

## The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled children to the curriculum, the physical environment and to information.' (SEND code of Practice 2015)

' Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2015). The full range of needs and required support for all children identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for children with disabilities.

### Current position

- The school buildings are accessible for wheelchair users.
- There are two disabled parking spaces provided in the carpark
- The outside play areas are flat and are completely accessible to wheelchair users
- There are two disabled toilets, one outside the School Hall and one in the South Wing
- EYFS play area has a flat outdoor play area with raised sand, water and gardening equipment
- The Forest School Area (Wild Area, Hen's Wood and Orchard) are grassed
- The EYFS toilets have 'grab' bars installed
- The children's kitchen has a wind down sink

For the inclusion of children with complex needs/learning difficulties, some children are supported by experienced 1--1 workers under the direction of the SENCO and class teachers.

Mainstream Teaching Assistants support a range of children - delivering learning interventions and therapy programmes such as Cool Kids.

The school is well-equipped with a range of learning aids and specific equipment. iPads and other devices are used to support learning across school.

**The following details specific anticipatory activities aimed to increase accessibility for children with SEND to the curriculum, the physical environment and to information.**

| Objectives  | Tasks  | Resources  | Lead         | Monitor      |
|---|--|--|--------------|--------------|
| <b>To maintain the accessibility of the outside areas</b>   | To cut back foliage in the outdoor areas to allow easy access  | Funding as appropriate   | Head Teacher | Head Teacher |
| <b>To ensure that any new building adaptations meet or exceed the DDA access requirements</b>                       | Adaptations to all learning spaces must be assessed to ensure that they meet or exceed requirements.   | None   | Head Teacher | SLT/ Govs    |
| <b>To ensure that all staff have a clear understanding of the SEND Code of Practice 2015</b>                        | Training provided by the SENCo in staff meetings and through regular updates at staff briefings.   | Staff meetings and staff briefings.                                    | SENco        | Head teacher |
| <b>To ensure all staff are trained to support the relevant needs within school including their emotional needs.</b> | Training provided by the SENCo in staff meetings and through regular updates at staff briefings.<br>Staff to share good practice and deliver mindfulness across the key stages.<br>Continue to share quality first teaching practice with all staff including staff from extended schools. | Staff meetings, staff briefings and inset days.                        | SENco        | Head Teacher |
| <b>To ensure staff are trained to support children with medical conditions.</b>                                     | Update staff training annually in Asthma, Epilepsy, Diabetes and as required in other specific conditions.<br>Update Medical Conditions policy annually.<br>Ensure annual parents return is gathered.  | INSET, staff meeting<br>On admission if specific needs are identified. | Deputy Head  | SENCo        |
| <b>To ensure new 1 to 1 staff trained in relevant skills</b>  | New 1 to 1 staff to attend courses as required such as Manual Handling   | Funding for courses  | SENCo        | SLT          |

|   |   |   |       |              |
|---|---|---|-------|--------------|
| <b>To ensure toileting plans are in place for all children requiring intimate care and reviewed at least annually.</b>                          | To continue to ensure all relevant pupils have care plan in place and relevant staff are consulted and follow the plan appropriately.   | None  | SENCo | Head teacher |
| <b>To liaise with health providers to support meeting the need of SEN pupils.</b>   | SENCo and school mentors continue to liaise with health providers including Speech and Language Therapy, CAMHS and BSS to support meeting the needs of pupils.  | None  | SENCo | Head teacher |
| <b>To ensure that relevant SEN paperwork is up to date and available</b>  | All class teachers to be responsible for keeping computer SEN records and EDukey up to date and to update as and when necessary (at least bi-annually.)   | Time for class teachers   | Staff | SENCo        |
| <b>To ensure that relevant medical paperwork is up to date and available</b>  | Medical notes to be kept in classrooms. For children with specific conditions, laminated sheets are kept in the School Office. Medical records are updated at the start of the School year and as required ( when a parent notifies staff of any changes) | None  | HG    | Admin        |
| <b>To source interpreters for those children and families who require them.</b>   | Ensure that any new pupils and their families are assessed as to whether an interpreter (including sign language interpreters) is required. If so, speak to Telford and Wrekin LA.  | Ongoing basis   | SENCo | Head teacher |
| <b>To ensure SEN information on our website for pupils and their families is available in hard copy to those who cannot access the internet</b> | Ensure paper copies of our SEN provision for pupils and their families in available in hard copy for families who cannot access the internet.<br><br>Include contact details for the Telford and Wrekin Local Offer.                                      | Time for SENCo and ICT/ Website coordinator to liaise and work together | SENCo | Head teacher |

#### Key

The physical environment of the school

The extent to which disabled pupils can participate in the curriculum

The delivery of information to disabled pupils