

St. Peter's C of E Primary School – Accessibility Plan 2020-2023

This policy should be read in conjunction with the School's SEND Inclusion Policy and is a statutory requirement. This Accessibility Plan is drawn up in compliance with current legislation and requirements, as specified in Schedule 10, relating to Disability, of 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".

The purpose of this plan is to make clear St. Peter's C of E Primary School's position on improving accessibility for disabled pupils and staff and to outline the schools responsibilities in meeting the requirements around accessibility of the curriculum, the physical environment and information for the disabled. The Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Focus of Plan Accessibility Plan contains relevant and timely actions 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 time frame;
- ♣ 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 time frame;
- ♣ 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 time frame.

Definition of Disability:

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.

School Values

For more than two hundred years St Peter's Church of England Primary School has been committed to serving the community of Portishead; it is our commitment to both protect this heritage and continuously innovate and improve so that present and future generations may also benefit from a school committed to *excellence as standard*.

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Our Vision for **Excellence as Standard** is summed up in this way:

“..the excellent school is a place where people care more than others think is wise, risk more than others things is safe, dream more than others think is practical, and expect more than others think is possible...” Roy Blatchford

As a Teaching School and English Hub we aim to share our expertise and experience with those entering the profession and the wider community of schools within and beyond Lighthouse Schools Partnership.

Our Vision and Ethos statement

Excellence in all we do - Excellence in who we are - Excellence in our service with others

St Peter's Church of England Primary School is a welcoming, inclusive family with a strong Christian ethos. We continually aim to be an excellent school where people care more than others think is wise, risk more than others think is safe, dream more than others things is practical and expect more than others think is possible.

Our Aims:

Excellence in all we do: To maintain and deepen our outstanding school status by ensuring excellent outcomes for all pupil groups.

We are committed to supporting every member of our community to be the best that they can be and to achieve their God-given potential. This means that we are ambitious and aspirational for all and build a culture of hope most particularly for those who are disadvantaged in any way. We nurture strong attitudes to learning and particularly foster resilience in seeking wisdom, knowledge, truth and understanding. We also give opportunities for excellence across a rich and full curriculum including music, drama, the arts and sport.

We know too that mistakes are an important part of learning and encourage everyone to reflect, learn and start again. We also know that our knowledge is partial and incomplete and so we ensure a culture where celebration and humility go hand in hand.

Because we aim **for excellence in all we do:**

- We enjoy learning together. We support and challenge each other to be the best we can be.
- We are committed to developing every child's potential to be an '**expert**' by enabling children to be courageous, resilient and determined.
- We create and **model** learning opportunities that inspire, encourage and support our pupils to achieve mastery.
- Our children are empowered to develop and own their own learning with clear **purpose** in all they do.
- We encourage constructive critique to move learning forward

Excellence in who we are: As a church school to continually challenge ourselves to value, respect and support each other to become wise, generous and hopeful individuals, community members and world-wide citizens.

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Character development is a priority for us and we expect much from each individual within the school. Our Christian values are key to each child's formation and a part of our expectation for every adults' modelling to others. Collective worship and PSHCE focus on Christian teaching and the development of values and on how to live well for ourselves and others. Our support for a large number of charities also embed these values.

We know that part of character development is the ability to live well together in community and so we explicitly teach how to relate well to others. The pursuit of excellence is a community activity because no one person has all the knowledge and gifts that are needed and so we are also a welcoming inclusive community and educate for dignity and respect. We teach and foster these attitudes in our class and year group communities and Family Groups.

Because we aim for **excellence in who we are:**

- We nurture relationships that are based on trust and respect, and value everyone's contribution.
- We actively seek to work in partnerships with parents and carers.
- Through our partnership with Portishead Church of England, and in particular St Peter's Parish Church we seek to enrich the lives of all in our community
- Our leadership is strong and shared, leads by example, enables and motivates, and constantly strives to ensure excellence in all we do.

Excellence in our service with others: As a Teaching School and English Hub to serve others schools, leaders and teachers by supporting them to enhance pupil outcomes, enrich lives and create hopeful schools and futures for all.

As part of our commitment to Educating for community and living well together we understand our responsibility to share our knowledge and resources with others for the common good.

All our children are involved in 'Legacy Learning' and this gives them an opportunity to make a difference to the lives of others. We also value pupil leadership and give numerous opportunities through School Council, House Captains, Librarians, Eco-Reps etc.

As a Teaching School we aim to support teachers and other schools to excel. We also contribute to the wider community and regularly deliver CPD opportunities for up to 1000 teachers per year. We also support schools via S2S support and provide ITT. We also work on a number of national projects with the DFE e.g. workload challenge projects. We aim to support and empower teachers so that they can have fulfilling and joyful careers in service.

Because we aim **for excellence in our service with others:**

- We actively encourage a culture of innovative practice, and confidently share this knowledge with others around us.
- We learn from other schools in a wide variety of networks.

Links to other documentations and policies

This document should be read in conjunction with the following: SEND Inclusion policy, health and safety policy, and curriculum policies. Training needs and resources for all school staff can be identified in the following ways:

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- Audit of staff expertise and training needs
- Recognising specific needs for individual pupils and how staff can be trained to support that child/group of children
- Elements of the school improvement/development plan to be addressed through training Resources are purchased as and when they are required and/or recommended from professionals working with pupils. Supporting Partnerships We will work closely with parents to ensure that the plan is implemented effectively. The following agencies will be used to support the plan, amongst others: [insert list of agencies for example educational psychologists, health care professions, advisory teachers]

Complaints Procedures

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's Complaints Policy and monitoring procedures. This Accessibility Policy and Plan will be reviewed every three years by the senior leadership team, including the school's Inclusion Leader, alongside the governing body and ratified accordingly.

Accessibility Policy and Plan WRITTEN BY: Lynne McCullough in conjunction with Sharon Roberts and the Site Manager.

Approved by the LGB at St Peter's on 2nd December 2020.

FUTURE REVIEW/RENEWAL DATE: July 2023 or sooner, if necessary.

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Access to the curriculum:				
Target	Action	Requirements	Timescale	Success criteria
To further embed Continued Professional Development for teachers and LSAs on supporting children with SEND.	Termly Vulnerable Learner staff meetings (SEND, PP and lowest 20% focus). INSET and staff meetings dedicated to CPD.	The staff are able to meet the requirements of all pupils needs to access the curriculum. All staff to attend training where necessary.	Ongoing	Increased accessibility for children which enables them to be able to access the curriculum.
To support staff in meeting the needs of a range of particular physical disabilities within the classroom.	Staff to ensure children can reach all resources on a table either in the classroom or outside environment. Staff ensure that children have the right equipment to support them in their learning.	The staff are able to meet the requirements of all pupils needs to access the curriculum. All staff to attend training where necessary.	Ongoing	Children will be able to access all equipment that will enable them to access the curriculum.
To develop pupil knowledge & understanding of disabilities and mental health	Whole school assemblies throughout year which focus on different learning needs e.g. dyslexia, autism, mental health Mental health champions	SENCO to be available Learning mentor available	Ongoing	Children will be more informed about inclusion and the needs of others.

Access to the information:				
Aim	Action	Requirements	Timescale	Success criteria
To continue to develop CPD for staff training e.g. bullying, FGM, SEND Inclusion and Prevent Agenda	The school will find/ book appropriate training needed to support staff.		As necessary	Staff will be better informed as a result of the training.
To enable Parents to access written material in alternative formats when requested.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As necessary	Parents and children will be able to access information

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<p>To enable Hearing Impaired Parents to feel included in Parents' evenings.</p>	<p>Identify which Parent/s may require this service.</p> <p>Short written statements will be provided to parents to enable them to access Parents' evenings.</p> <p>Contact is made via email and text.</p>		<p>As necessary</p>	<p>Parents can attend Parent's evening and be updated on their child's progress.</p>
<p>Make available school brochures, school newsletters and other information for parents in alternative formats where this is requested.</p>	<p>Inform all parents that alternative formats are available for information on request. Statement on website.</p> <p>Identify children and/ or adults who may require such a service from annual contact to other.</p>	<p>Information available for all</p>	<p>As required according to need</p>	

Access to the physical environment:

Aim	Action	Requirements	Timescale	Success criteria
<p>School and Teachers are aware of the access needs of disabled children and staff.</p>	<p>Teachers to continue to create PEEPs (Personal emergency evacuation plan) for individual disabled children.</p> <p>Where disabled staff need PEEP, a plan should be created.</p>	<p>Copies to be given to the Health and Safety Officer, SENCO and another copy to be kept in class SEND files.</p> <p>Staff working with the staff member should be informed.</p>	<p>Reviewed on annual basis</p>	<p>All disabled children and staff working with them are safe and confident in event of fire.</p>
<p>Educational visits, including trips, are planned to ensure the participation of the whole range of pupils, including those identified with SEND.</p>	<p>Continue to review all out-of-school provision to ensure compliance with legislation and that all reasonable adaptations are made.</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p>	<p>Ongoing</p>	<p>All children, including those identified with SEND can access educational visits.</p>

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	<p>1:1 support continues to be provided for children with TUF or an EHC Plan</p> <p>Requirements for SEND to be identified within completed risk assessments.</p>			
<p>Wheelchair users can move around the site without hindrance.</p>	<p>To ensure that a wheelchair user could access coded doors by having them lowered.</p> <p>Ramp attached to the Teaching school building.</p> <p>Consider which parents may require a Parents' evening in a different location due to wheelchair use.</p>		<p>As necessary</p>	<p>A disabled person should be able to move around the site with ease.</p>
<p>Classrooms are optimally organised and reviewed at the beginning of each year to promote the participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases as changes occur and as necessary.</p> <p>Ensure that the toilets are accessible for all children. Consider the purchase of steps.</p> <p>Low door handles required as children move throughout the school building.</p>		<p>Ongoing</p>	<p>Provide all pupils with full access to the National Curriculum within the classroom.</p> <p>Provide all pupils with full access to the toilets so that they can be independent.</p>
<p>To ensure existing Disabled WC/ shower facilities can be accessed and used with ease.</p>	<p>Remove items stored from the Disabled WC in the Welcome area.</p>		<p>Ongoing</p>	<p>The Disabled WC/ shower facilities can be accessed and used with ease.</p>

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To ensure that where children have physical disabilities that they are located in a classroom that is downstairs in the Pier building.	Implemented through SLT discussions during times of transition.	Knowledge of children and who this will impact on.	Ongoing	Children will be placed in the appropriate classrooms to meet their physical needs.
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