



Accessibility plan 2023-2026

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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**.

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 think is safe, dream more than others think is practical, and expect more than others think is possible..." Roy Blatchford

As an outstanding 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 think 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 worldwide citizens.

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 accessibility plan is linked to and should be read in conjunction with the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Risk assessment policy
- Health and safety policy
- SEND Information Report
- LSP SEND policy
- Supporting pupils with medical conditions policy

Training needs and resources for all school staff can be identified in the following ways:

- 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: Occupational Therapy, Physiotherapy and Sensory Support Teams

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

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body, **Catrin Battista**, Head Teacher.

Written by: Lynne McCullough in conjunction with Catrin Battista and Site Team.

Approved:

FUTURE REVIEW/RENEWAL DATE: September 2026 or sooner, if necessary.

St. Peter's C of E Primary School – Accessibility Plan 2023-2026

| Access to the curriculum: | | | |
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| Target | Strategies | Timescale | Success criteria |
| Access to universal provision | <ul style="list-style-type: none"> Review universal provision to ensure that children are able to access the curriculum with a particular focus on assistive technology Dyslexia friendly strategies will be employed within each classroom to ensure that children can access the curriculum e.g. coloured background on Smartboard | Ongoing | <ul style="list-style-type: none"> Staff are aware of our Universal Provision document Universal Provision document shared with parents through Information Report |
| Training for staff on increasing access to the curriculum for all pupils | <ul style="list-style-type: none"> Medical needs training relating to access to the curriculum e.g. Epilepsy, CHI, Cerebral Palsy, Cystic Fibrosis Sensory needs training relating to accessing the curriculum for children with a sight or hearing impairment Consider hearing loop systems when recommended SEND needs training e.g., Autism, Dyslexia | Ongoing | <ul style="list-style-type: none"> All pupils have equal access to the curriculum CPD opportunities for staff Advice followed from outside professionals Coaching - WalkThurs Adaptions to the site made where needed |
| Enable children to access calm and quiet spaces when dysregulated | <ul style="list-style-type: none"> Zones of regulation curriculum embedded within the ethos of the school All adults trained in Zones of regulation and how to access the regulation stations set up across the school | Ongoing | <ul style="list-style-type: none"> Access to class regulation stations Access to the Cocoon regulation station Identified spaces for specific children where needed |
| All school visits and trips need to be accessible for all pupils | <ul style="list-style-type: none"> Risk assessments conducted Ensure staff are fully briefed with regards to the medical and SEND needs of pupils Where necessary, training provided for sites visited by school e.g. Mill on the Brue | Ongoing | <ul style="list-style-type: none"> Site visits All children and staff able to access the site, including residentials Risk assessments in place for individual children |
| Sports coaches have a secure understanding of how to adapt the PE curriculum to ensure it is accessible for all pupils | <ul style="list-style-type: none"> SENCO to share needs with Lead for Sports coaches Review of the curriculum to meet the needs of all pupils | Annually | <ul style="list-style-type: none"> Regular meetings with the SENCO Pastoral support register shared with PH Sports staff |

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| Ensure disabled children can take part equally in whole school events, lunchtime and after school activities | <ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children • Ensure staff running extra-curricular clubs understand the needs of children in attendance • When attending church, ensure all children with mobility difficulties are able to get to the church | Ongoing | <ul style="list-style-type: none"> • All children can access adequate time for lunch • Adapted environments where needed |
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Access to the physical environment:

| Aim | Action | Timescale | Success criteria |
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| Whole school evacuation | <ul style="list-style-type: none"> • All adults and pupils are able to safely evacuate the building • PEEP plans in place for children and adults where there are mobility difficulties • PPEP plans for children where there are special educational needs | Annually | <ul style="list-style-type: none"> • All staff, children and visitors are able to safely leave the building • All staff and children have a PEEP in place • PEEPs shared with Danielle |
| Maintain the safety of people with mobility difficulties | <ul style="list-style-type: none"> • Check that pathways are level in order that people with mobility difficulties can access the site • Check site for trip hazards • Check for yellow markings where needed • Create access plans where needed • Access support/ advice from outside professionals | Ongoing | <ul style="list-style-type: none"> • Staff, pupils and visitors with mobility difficulties feel safe in school • Access plans/ PEEPs shared with Danielle and amended as necessary |
| Maintain safety for visually impaired people | <ul style="list-style-type: none"> • Check that pathways are level in order that people with visual impairment can access the site • Check site for trip hazards • Check for yellow markings where needed • Create access plans where needed • Write PEEP plans | Ongoing | <ul style="list-style-type: none"> • Staff, pupils and visitors with visual impairments feel safe in school • Access plans/PEEPs shared with Danielle and updated as needed • Yellow edges and flashing beacons to be monitored as needed |

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| | <ul style="list-style-type: none"> • Check flashing beacons that signal a fire alarm • Access support/ advice from outside professionals | | |
| Quiet space for children accessing the curriculum | <ul style="list-style-type: none"> • Children have access to break out rooms/ The Cocoon to access learning in an adapted or modified way. • Sensory equipment accessible where needed e.g. ear defenders | Ongoing | <ul style="list-style-type: none"> • Children with identified needs are able to access a quiet space to work when needed with adult support |
| Quiet space for children to eat their lunch | <ul style="list-style-type: none"> • Children are able to access a quiet space where they feel overwhelmed within the harbour hall or pier hall • Sensory equipment accessible where needed e.g. ear defenders | Ongoing | <ul style="list-style-type: none"> • All children have access to a quite space to eat where SEND or sensory needs are identified |

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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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