St Peter's Church of England Primary School

Accessibility plan 2026-2029

St Peter's is committed to ensuring that all pupils, including those with disabilities, medical conditions and complex health needs, can access the curriculum, physical environment and wider opportunities available within school. This includes pupils who are pre-verbal, have communication needs, Cerebral Palsy, Duchenne Muscular Dystrophy, Diabetes and pupils requiring PEG feeding. The school will work closely with families and external professionals to make reasonable adjustments, provide specialist equipment and ensure staff are appropriately trained to enable full participation in school life. The school will continue to review its provision in line with Department for Education guidance on Inclusive education estates.

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

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.

Accessibility is considered as part of all premises development, refurbishment projects, classroom relocations and capital expenditure decisions.

Our Vision

Our vision is one of **Excellence as Standard.** We aspire to create a school community where every child experiences and develops excellence in who they are, in all they do and in the way they serve others. For us, excellence is not about perfection. Rather, it is about nurturing the character, confidence, knowledge and skills that enable each person to become the very best version of themselves.

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Excellence in who we are

Inspired by the life of St Peter, we seek to nurture a community where every person is known, valued and encouraged to *Step out in Faith*. We believe that excellence begins with **who we are** before it is seen in what we achieve. As a welcoming and inclusive Church of England school, we are committed to developing excellent **St Peter's Citizens**, rooted in our shared values of **Belonging, Kindness, Courage, Forgiveness, Responsibility and Hope**.

We believe every member of our community has intrinsic dignity and worth and character development, therefore, lies at the heart of our school. Through our vision, collective worship, PSHE, relationships and everyday interactions, we seek to develop wisdom, generosity, resilience and integrity so that every child and adult flourishes.

Like Peter, we recognise that growth happens within community. We intentionally build relationships based upon trust, respect and encouragement, knowing that together we are stronger than we are alone. We seek to educate for dignity, belonging and service so that everyone feels seen, known and able to flourish.

Because we aim for excellence in who we are:

- We nurture relationships rooted in trust, respect, kindness and forgiveness.
- We ensure every member of our community feels welcomed, included and valued.
- We develop the character of **St Peter's Citizens**, encouraging responsibility, courage and hope in all we do.
- We work in close partnership with parents, carers and the wider community.
- Through our partnership with St Peter's Parish Church and Portishead Church of England, we enrich the spiritual life of our school.
- Our leadership is servant-hearted, leads by example and inspires others to grow together in faith and excellence.

Excellence in All We Do

Following Peter's example, we encourage every member of our community to step beyond what is comfortable, embrace challenge and pursue excellence with courage, curiosity and hope. We believe that learning is an act of faith: a willingness to ask questions, take risks, persevere through difficulty and continually grow.

We are ambitious for every learner and are committed to ensuring all children, particularly those who are vulnerable or disadvantaged, achieve their potential. We provide a rich, broad and ambitious curriculum that develops knowledge, creativity, wisdom and character through academic study, sport, music, drama, the arts and opportunities beyond the classroom.

Peter's story reminds us that mistakes do not define us. We understand that setbacks are an essential part of learning and that excellence grows through perseverance, reflection and continual improvement. We therefore cultivate resilient learners who are confident enough to try, fail, learn and begin again.

Because we aim for excellence in all we do:

- We enjoy learning together and inspire one another to achieve our very best.
- We maintain high expectations and high aspirations for every member of our school community.
- We develop resilient, courageous learners who willingly step out of their comfort zones.
- We create learning experiences that inspire curiosity, creativity and mastery.
- We empower children to take ownership of their learning with confidence and purpose.
- We encourage thoughtful reflection, kind critique and continuous improvement.
- We celebrate success with humility, recognising that learning is lifelong.

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Excellence in Our Service with Others

Jesus called Peter not only to follow but to build. Inspired by this calling, we believe that excellence is ultimately expressed through service. We seek to build a community where every person uses their gifts to enrich the lives of others and contribute positively to the common good.

Our children are encouraged to become active, compassionate citizens who recognise their responsibility to care for their local community and the wider world. Through leadership opportunities, Legacy Learning, charitable partnerships and acts of service, pupils learn – through experience – that their actions can make a lasting difference.

We are equally committed to serving beyond our own school. Through our work as an English Hub and as a lead school within the Lighthouse Schools Partnership, we share expertise generously, invest in the development of others and contribute to improving education for all. We believe that by serving others we strengthen our own community whilst helping others flourish.

Because we aim for excellence in our service with others:

- We develop young people who serve with compassion, responsibility and hope.
- We provide meaningful opportunities for every child to make a positive difference through leadership and service.
- We encourage innovative practice and willingly share our expertise with others.
- We learn alongside other schools, recognising that collaboration strengthens everyone.
- We invest in developing expert teachers and leaders who serve within and beyond St Peter's.
- We seek to build partnerships that enrich lives, strengthen communities and contribute to a more hopeful future.

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 auxiliary aid or adjustments to premises.

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

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

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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
- Sensory Support Teams
- Speech and Language therapy
- School Nursing Service
- Community Paediatrics

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 the LSP's Complaints Policy.

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

The Accessibility Plan will be reviewed annually by leaders and governors to ensure that it remains responsive to the changing needs of pupils attending the school. The plan may be updated between formal review dates where significant changes occur in pupil need, legislation, guidance or the school environment.

Written by: Lynne McCullough in conjunction with Catrin Battista (Executive Headteacher)

Approved:

FUTURE REVIEW/RENEWAL DATE: September 2027

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St. Peter's C of E Primary School – Accessibility Plan 2026-2029

Access to the curriculum:			
Target	**Strategies**	**Timescale**	**Success criteria**
Access to universal provision	• 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 • Accessibility requirements are considered when purchasing new resources, technology and equipment.	Ongoing	• Staff are aware of our Universal Provision document • Universal Provision document shared with parents through Information Report
Ensure pupils with complex medical and physical needs can safely access the curriculum and participate fully in school life.	• Maintain individual healthcare plans and risk assessments. Provide regular staff training in medical procedures including PEG feeding, diabetes management and emergency responses. Ensure specialist equipment is available and effectively used. Seek advice from health professionals to reduce barriers to learning. Adapt learning activities, educational visits, enrichment activities and residential experiences as required. Ensure pupils can participate alongside their peers wherever possible.	Ongoing	• Pupils safely access learning and wider school opportunities. Staff demonstrate confidence in supporting identified medical needs. Health and safety requirements are met whilst maximising independence and inclusion

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St. Peter's C of E Primary School – Accessibility Plan 2026-2029

Training for staff on increasing access to the curriculum for all pupils	• Medical needs training relating to access to the curriculum e.g. Epilepsy, Diabetes, 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 is regularly updated • Total Communication approaches and AAC. • Awareness of medical conditions such as Cerebral palsy, Duchenne Muscular Dystrophy as well as physical requirements • Duchenne Muscular Dystrophy - fatigue management and moving and handling. • Diabetes management including blood glucose monitoring and emergency procedures. • PEG feeding and emergency response training. • Administration of medication and use of healthcare plans. • Moving and handling training for staff supporting pupils with physical disabilities.	Ongoing	• All pupils have equal access to the curriculum • CPD opportunities for staff • Advice followed from outside professionals • Coaching – WalkThrus • Adaptions to the site made where needed
Enable children to access calm and quiet spaces when dysregulated	• Zones of regulation curriculum embedded within the behaviour curriculum and ethos of the school • All adults trained in Zones of regulation and how to access the regulation stations set up across the school • Zones of Regulation training is shared with the parent/carer community	Ongoing	• Access to class regulation stations • Access to the Cocoon regulation station • Identified spaces for specific children where needed • Parents/Carers have a good understanding of how the programme is implemented at school and how they can support at home

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St. Peter's C of E Primary School – Accessibility Plan 2026-2029

Ensure pre-verbal pupils can communicate effectively across school	• Implement Total Communication, communication boards, Makaton, visual supports and AAC. • Ensure communication opportunities are embedded throughout the day.	Ongoing	• Pre-verbal pupils can communicate needs, choices, preferences and learning outcomes using their agreed communication systems. • Staff understand and consistently use agreed communication systems
All school visits and trips need to be accessible for all pupils	• Rigorous risk assessments conducted in consultation with SENCO • 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	• Site visits • All children and staff able to access the site, including residentials • Risk assessments in place for individual children
Wrap around care have a secure understanding of how to adapt the PE curriculum to ensure it is accessible for all pupils	• SENCO to share needs with Lead for Sports coaches • Review of the curriculum to meet the needs of all pupils	Annually	• Regular meetings with the SENCO • Pastoral support register shared with Shine staff
Ensure children with disabilities can take part equally in whole school events, lunchtime and after school activities	• 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 can get to the church.	Ongoing	• All children can access adequate time for lunch • Adapted environments where needed

Ensure moving and handling assessments are completed and reviewed regularly for pupils requiring physical support.	• Training updated where needed alongside professionals who are supporting pupils with:
	  ○ Cerebral Palsy
	  ○ Duchenne Muscular Dystrophy
	  ○ Wheelchair use
	  ○ Physical disabilities
		Ongoing	• Where children need moving and handling this will be done sensitively, accurately and following recommendations

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Consider future accessibility needs as pupils' medical conditions change over time.	• Work proactively with families and professionals to anticipate changes in mobility, fatigue, access requirements and specialist equipment needs associated with progressive conditions	Ongoing	• Future needs planned for
Intimate care planning	• Intimate care plans implemented and reviewed for children that require it and ensuring sensitivity and dignity. • Intimate care plans are drawn up and contributed to with parents	Ongoing	• Ensure intimate care plans are established and reviewed for pupils requiring support with toileting, changing or personal care.

Access to the physical environment:

Aim	Action	Timescale	Success criteria
Whole school evacuation	• All adults and pupils can safely evacuate the building • PEEPs are in place for staff and pupils who require them • PEEP plans for pupils requiring additional support to evacuate safely	Annually	• All staff, children and visitors can safely leave the building • All staff and children have a PEEP in place who need them • PEEPs shared with The Office Manager
Whole school environment meeting the needs of children with physical disabilities	• Environmental adaptations are informed by healthcare plans, therapy recommendations and risk assessments. • Ensure classrooms can accommodate specialist seating, standing frames, walkers and wheelchairs.	Ongoing	• The school environment and curriculum allow pupils with communication needs, physical disabilities and complex medical needs to participate fully and safely in learning, social activities,

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	• Maintain suitable storage for medical equipment and feeding equipment. • Ensure access to a clean, private space for PEG feeding where required. • Review accessibility of toilets, hygiene facilities and changing arrangements. • Ensure evacuation procedures account for pupils with reduced mobility and complex medical needs. • Review accessibility of playgrounds and outdoor learning spaces. • Consider future accessibility needs as pupils' medical conditions change over time.		educational visits and enrichment opportunities.
Continue to develop an inclusive and accessible environment in line with DfE Inclusive Education Estates guidance	• Review sensory environment including acoustics, lighting and visual clutter. • Maintain calm and quiet spaces for regulation and learning. • Improve wayfinding through consistent signage, symbols and visual cues. • Ensure outdoor learning and play spaces are accessible. • Review accessibility of dining spaces and social areas. • Incorporate inclusive design principles into all future building and refurbishment projects.	Ongoing	• Barriers to participation are reduced. • School environment supports pupils with communication, sensory, physical and neurodiverse needs. • Accessibility considerations included within premises development planning.
Maintain the safety of people with mobility difficulties	• 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	Ongoing	• Staff, pupils and visitors with mobility difficulties feel safe in school • Access plans/ PEEPs shared with SBM and amended as necessary

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	• Access support/ advice from outside professionals		
Maintain safety for visually impaired people	• 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 • Check flashing beacons that signal a fire alarm • Access support/ advice from outside professionals	Ongoing	• Staff, pupils and visitors with visual impairments feel safe in school • Access plans/PEEPs shared with SBM and updated as needed • Yellow edges and flashing beacons to be monitored as needed
Ensure the physical environment remains accessible for pupils with progressive physical disabilities	• Audit accessibility annually. • Review classroom locations, furniture and circulation spaces. • Consider future needs rather than current needs only. • Ensure accessible toileting, changing facilities and storage of equipment where required. • Review drop-off, arrival and departure arrangements.	Annually/ ongoing	• Pupils can safely and independently access all areas reasonably required. • Adjustments are made proactively before barriers arise.
All children have access to a quite space	• 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	• Children with identified needs can access a quiet space to work when needed with adult support
Quiet space for children to eat their lunch	• Children are able to access a quiet space where they feel overwhelmed within the harbour hall or pier hall	Ongoing	• All children have access to a quite space to eat where SEND or sensory needs are identified

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	• Sensory equipment accessible where needed e.g. ear defenders		

Access to information:			
Aim	**Action**	**Timescale**	**Success criteria**
Ensure information is accessible to all pupils including pre-verbal pupils and those with communication difficulties	• Use visuals, symbols, communication boards and AAC systems across the school. Adapt written information into accessible formats where required. Provide social stories and visual timetables. Ensure important information is presented in multiple formats.	Ongoing	• Pupils can understand and engage with information appropriate to their communication needs.
Ensure information is accessible to parents and carers with disabilities	• Provide documents in alternative formats upon request. Use accessible digital communication. Offer support to access school information where required.	Ongoing	• Parents can access school information independently.

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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.	Ongoing	Children will be placed in the appropriate classrooms to meet their physical needs.

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