



Saint Peter's Catholic Primary School

'Christ in the centre, excellence at the heart'

Mission Statement

To provide a	Catholic Education, embracing world faiths,
Nurturing	Happy and motivated children
Who want to	Reach to achieve high expectations
	In partnership with parents
	Supported by a committed staff and Governing Body
Who help children	To feel self-worth and know success

ACCESSIBILITY POLICY AND PLAN

Approving Committee:	LGB	
Approved /Adopted Date:	Autumn 2024	
Signed:	L.Franklin	(Chair of approving/adopting committee)
Next Review Date:	Autumn 2026	

ST PETER'S CATHOLIC PRIMARY SCHOOL, HINCKLEY
ACCESSIBILITY POLICY AND PLAN

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This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

Under the Equality Act 2010 schools should have an Accessibility Plan. 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". 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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the LGB.

At St Peter's Catholic Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for lifelong learning. We achieve this through our core values of respect, responsibility, compassion and wisdom.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. St Peter's Catholic Primary School aims to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. The Accessibility Plan will be updated every three years.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education e.g. yellow lines for visually impaired child.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to 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.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.
6. The Plan will be monitored by the *Governors*.
7. The Plan will be monitored by Ofsted as part of their inspection cycle.
8. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
9. The school SENDCo, Mrs Fraser, will contribute to the plan.

St Peter's Catholic Primary School Accessibility Plan 2024-2026=

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the Accessibility plan becomes an annual item at LGB Committee meetings.	LGB group to add as item to meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by LGB. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going.	
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.	
To ensure that all children are able to access all out of school activities e.g. clubs, trips, residential etc.	Review out of school provision to ensure compliance with legislation. Ensure robust Risk Assessments are completed	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed as and when needed by SENCo.	
To meet the needs of individuals during statutory end of KS tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary e.g. email, newsletters.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school because	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	

of a disability can access parents' evenings.				
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