

**Ss Peter and Paul  
Catholic Primary School**



**Accessibility plan  
2023- 2025**

## 1. Aims

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

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

At Ss Peter and Paul, our ethos is embedded through the Gospel values and our belief that every child is made in the image and likeness of God, is uniquely valuable and deserving of respect as of right. We hold that each individual child is equal to others regardless of sex, nationality, colour, creed, class, wealth or intellectual ability. We seek to promote to the utmost the development of every child's personal wholeness, integrity, gifts and creativity in a welcoming and loving school community. We do so in partnership with parents, guardians and all others who have the welfare of the child at heart.

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

Ss Peter and Paul 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim: To increase the extent to which disabled pupils can access the school curriculum.				
Short Term Targets	Strategies	Timescale	People with responsibility	Success Criteria
All class-based staff in EY and Year 1 are trained in strategies to support speech and language through ELKLAN.	<p>ELKLAN lead in school to deliver training to all EY and Y1 staff.</p> <p>ELKLAN lead maintain training status and continue to be aware of any updates/ future training- disseminate to staff.</p> <p>ELKLAN lead to lead and deliver interventions across school to targeted children.</p>	Autumn term update for all new staff.	ELKLAN lead  EY/KS1 staff	Ensure that Children with attention and listening needs or vocabulary needs make progress within these areas of Speech and Language, impacting on making accelerated progress within the curriculum areas of reading, writing and mathematics. School maintains its Communication Friendly Status.
To ensure full access to the curriculum for all children	<p>To provide CPD for staff (as relevant) to ensure that the needs of all children in school are met.</p> <p>To work with Specialist Advisory Teachers (which may include: SEND Team, SALT team, OT team, EAL team, EP service etc.) to gain additional support and advice.</p> <p>To ensure that class teachers are able to adapt curriculum provision, teaching and support to meet the needs of all pupils.</p> <p>A range of support staff including those trained to meet specific needs.</p> <p>Use of equipment/ resources, including IT to support need e.g. writing slopes, fidget toys. Specific equipment sources from outside agencies as required e.g. speech and language, OT requirements.</p>	Ongoing throughout the current plan	HT  All class teachers	<p>Advice is sought when needed. Advice is followed and suggested strategies are evident in class planning and in classroom practice.</p> <p>Children with specific needs are supported in accessing the curriculum</p>

<p>To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with asthma, severe allergies, mobility issues</p>	<p>To ensure collaboration between all key personnel. To liaise with medical professionals.</p> <p>To ensure individual action plans, medical plans, risk assessments etc are completed quickly and shared with staff and parents/ carers.</p> <p>Key support staff continue to receive up-to-date training to ensure that they can meet the medical needs of all pupils.</p>	<p>Ongoing throughout the current plan</p>	<p>HT SENCO  All class teachers  Key Support Staff with medical responsibilities</p>	<p>A clear collaborative working approach is developed.</p> <p>Class teachers and relevant support staff are fully aware of the needs of all children within their class.</p> <p>Class teachers and relevant support staff are fully aware of the needs of new children who join their class during the academic year, before the child starts or as soon as possible after their admission. Procedures / equipment in place prior to the start of the academic year to ensure a smooth transition into Ss Peter and Paul Catholic Primary School.</p>
<p>To liaise with Nursery Providers and secondary provisions to review and share the needs of the potential new intake in September each year.</p>	<p>To identify pupils who may have needs that are additional to or different from the standard provision that is in place from September every year.</p> <p>Support children and families with additional school visits as necessary.</p>	<p>July / September every year throughout the plan</p>	<p>HT SENCO  Office staff  All EYFS/ Y6 staff</p>	<p>All EYFS staff are fully aware of the needs of all children in the new intake.</p> <p>All secondary provisions are fully aware of the needs of all children in their new intake.</p> <p>Procedures / equipment in place prior to the start of the academic year to ensure a smooth transition into Ss Peter and Paul Catholic Primary School.</p>
<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure</p>	<p>All policies comply with the Equality Act 2010.</p>	<p>Ongoing throughout the current plan</p>	<p>HT SENCO  All subject leaders</p>	<p>All policies clearly reflect inclusive practice and procedures.</p>

Medium Term targets	Strategies	Timescale	People with responsibility	Success Criteria
<p>To closely monitor and review the attainment and progress of all pupils with identified SEND</p>	<p>Half termly meetings with class teachers and support staff to monitor and review the impact of Provision Map interventions and identify next steps for each child/group of children.</p> <p>Termly review meetings with class teachers and the SENCO to review progress and identify next steps for children with SEND.</p> <p>Parents are invited to attend and contribute to the formation of new SEN/ IAP plans and EHCP reviews.</p>	<p>Half termly</p> <p>Termly</p>	<p>HT</p> <p>SENCO Class teachers</p> <p>Support Staff</p> <p>Parents</p>	<p>Provision Map annotations for all groups of children make clear progress towards their identified outcomes.</p> <p>Adaptive quality first teaching ensures children make clear progress towards their personal targets.</p>
<p>To promote the involvement of pupils with disabilities in all classroom activities</p> <p>To take account of the variety of learning styles within the class when teaching across the curriculum</p>	<p>Within the curriculum, the school aims to produce full access to all aspects of the curriculum by providing (where appropriate): Wheelchair access, screen magnifier software for the visually impaired.</p> <p>Makaton training for relevant staff.</p> <p>Giving alternatives to enable disabled pupils to participate successfully in lessons.</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>	<p>Ongoing as required</p>	<p>SENCO Class teachers</p>	<p>A variety of learning styles and multi-sensory activities are evident in class planning and within the classroom</p> <p>The needs of all pupils, parents and staff with disabilities are represented within the school. Opportunities for pupils to work with people with disabilities are evident across the school.</p>
<p>To monitor the attainment of more able pupils</p>	<p>To ensure the above strategies have been implemented.</p> <p>To evaluate progress and identify next steps.</p>	<p>Annually</p>	<p>HT</p> <p>SENCO</p> <p>Governors</p>	<p>Pupils make proportionate progress to reflect their abilities and needs. Class planning and classroom activities demonstrate opportunities taken to extend and challenge more able children.</p>

Long Term targets	Strategies	Timescale	People with responsibility	Success Criteria
To further develop our positive, nurturing culture within school which supports the SEMH of all.	<p>PACE training (playfulness, acceptance, curiosity and empathy) - develop staff's knowledge and skills in working with children who have social, emotional and mental health difficulties.</p> <p>Develop therapeutic and trauma-based practice in school. Explore DDP training- Dyadic Developmental Psychotherapy- attachment theory.</p>		<p>HT</p> <p>SENDCO</p> <p>Child Wellbeing lead</p> <p>All staff</p>	<p>Staff are confident in supporting children with SEMH difficulties. Positive behaviour policy and practice developed through training and knowledge of causes of SEMH difficulties e.g. ACEs (Adverse Childhood Experiences).</p>
To evaluate and review the short term and medium targets documented above at least annually	To ensure the above strategies have been implemented. To evaluate progress and identify next steps	Annually	<p>HT</p> <p>SENCO</p> <p>Governors</p>	<p>All children in school are making at least good progress</p> <p>The additional needs of all children are fully met.</p> <p>The learning environment and learning opportunities provided are amended and adapted as required to meet the needs of all children.</p>
To deliver findings to the Governing Body	To share information and findings during Finance Committee and Children's Committee meetings.	Annually	<p>SENCO</p> <p>SEND Governor</p> <p>Governors</p>	<p>All Governors are fully informed about SEND provision and the progress made by these identified children.</p> <p>All Governors are fully aware of the changes that are required to meet individual needs.</p>

Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Short Term Targets	Strategies	Timescale	People with responsibility	Success Criteria
To continue to improve the physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments to the site and premises, such as improved access, lighting and more accessible facilities and fittings.	Ongoing	HT SENCO Governors	The needs of all people are met, where possible.  When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.
To ensure that all people with a disability are able to be fully involved in school life	To create access plans for individual children with disabilities as part of the SEND Support / EHCP process.  To undertake confidential surveys of staff and governors to ascertain access needs and to make sure that they are met in the school.  To include questions in the pupil information questionnaire about access arrangements. To gather information about access arrangements for parents, carers and visitors through questionnaires to ensure that these needs are met during school events.	Annual questionnaires  Needs to be addressed with immediate effect once identified and to be reviewed constantly	HT Governors All staff	The needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise. All children with disabilities are able to participate fully in school life.
To ensure that the medical needs to all pupils are fully met within the capability of the school	To conduct parent interviews to identify needs of children before they join the school.  To liaise with external agencies to ensure that barriers are overcome.  To identify the training needs of staff.  To establish individual protocols where needed to meet the needs of individual children.	Annual questionnaires  Needs to be addressed with immediate effect once identified and to be reviewed constantly	HT Governors All staff	The medical needs of all people are met, where possible.  When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.  All children with specific medical needs are able to participate fully in school life

To ensure that parents and carers with disabilities have every opportunity to be involved in school life	<p>Arrangements to be made for main gates to be open to enable wheelchair access.</p> <p>To arrange interpreters through County to enable staff to communicate with deaf and EAL parents.</p> <p>To offer a telephone call to explain letters home for parents who may need support with literacy skills.</p> <p>To adopt a proactive approach to identify the access requirements and needs of disabled parents.</p>	Annual questionnaires Needs to be addressed with immediate effect once identified and to be reviewed constantly.	HT Governors All staff	To ensure that disabled parents and parents with EAL are not discriminated against. To ensure that disabled parents and parents with EAL are encouraged to take an interest in and be involved in their child's education.
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Medium Term Targets	Strategies	Timescale	People with responsibility	Success Criteria
To improve community links	<p>Ss Peter and Paul Catholic Primary School continues to have strong links with the Local Authority, the Diocese and the wider community.</p> <p>Opportunities to participate in community events and promote disabilities to develop positive attitudes among children are encouraged.</p>	Ongoing throughout the plan	HT SLT Class teachers	<p>Children, parents, staff and governors have an improved awareness of disabilities within the school community, the local community and the wider community.</p> <p>Improved community cohesion is evident.</p>
Long Term Targets	Strategies	Timescale	People with responsibility	Success Criteria
To continue to develop the playgrounds and facilities to ensure they are accessible for all.	<p>To develop the school grounds and resources using Sports Premium.</p> <p>Money and Grants and funding opportunities that are available.</p>	Ongoing throughout the plan	HT SLT Class teachers	<p>Playgrounds and the whole school grounds are accessible for all pupils, parents, staff, visitors and governors.</p> <p>Play equipment is age appropriate and accessible for all pupils. Playgrounds are inviting, engaging and inspiring for pupils and develop their skills in many areas.</p>



<p>To ensure that the driveway, roads and paths in and around the school are as safe as possible.</p>	<p>Site supervisor and appropriate staff to continue to carry out checks to ensure safety on the school site</p> <p>Communication with parents to ensure parking is safe and walking to school is encouraged.</p> <p>Safety events within the wider community to be promoted and advertised to children and families Problems reported to the appropriate body and rectifications monitored.</p> <p>Road safety sessions for Year 3.</p> <p>Bikeability sessions for Years 4 and 5</p>	<p>Ongoing throughout the plan</p>	<p>HT SLT Site supervisor Class teachers</p>	<p>Reduction in accidents. Accident forms to be completed as needed and evaluated to reduce future incidents. Checks to be logged to ensure completion.</p>
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<b>Aim 3: To improve the delivery of information to pupils and parents with disabilities</b>				
<b>Short Term Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>People with responsibility</b>	<b>Success Criteria</b>
<p>To establish close liaison with parents</p>	<p>To ensure collaboration and sharing between school and families.</p> <p>To increase opportunities for families to participate in events in school.</p> <p>To increase good communication between school and parents e.g. coffee mornings, newsletters, celebrations of learning.</p> <p>Staff to continue to develop strategies for developing good communication with parents.</p>	<p>Ongoing throughout the current plan</p>	<p>HT SENCO All class teachers</p>	<p>A clear collaborative working approach is developed. Participation at school events increases.</p> <p>Discussion between school and parents increases.</p> <p>Staff confidence when dealing with difficult situations increases</p>
<p>To support parents with hearing impairments</p>	<p>Regular communication via letters and texts with parents.</p> <p>Use of the interpreter at parents' evenings/ meetings where appropriate.</p>	<p>Ongoing</p>	<p>Class teachers Office staff</p>	<p>Clear two way communication is in place.</p> <p>Parents feel included in school events and activities.</p>
<p>To ensure that all children with ASD have access to the curriculum</p>	<p>Regular parental communication Individual SEND Support Plans / EHCP plans written to meet the needs of each child and identify the specific support that will be put into place.</p>	<p>Ongoing</p>	<p>SENCO Class teachers Support staff</p>	<p>Children with ASD can access the curriculum and make progress against their own targets.</p> <p>Parents and other agencies attend school SEND Support and EHCP review meetings.</p>

	<p>Work with outside agencies to ensure up to date appropriate strategies are used to support learning and development including the Autism Education Trust and Toby Henderson Trust.</p> <p>Staff training as required as children move through school.</p> <p>Clear communication between school staff to ensure smooth transition between classes.</p>			<p>Staff receive appropriate training to ensure they are able to meet the needs of individual children fully.</p>
<p>To ensure that all children with speech and communication difficulties have access to the curriculum</p>	<p>Regular communication with parents to share the techniques that are taught in class to support understanding.</p> <p>Support staff to liaise with Speech and Language Therapists (SALT).</p>	Ongoing	<p>SENCO</p> <p>Class teachers</p> <p>Support staff</p>	<p>SALT children can access the curriculum and make progress against their own communication targets.</p> <p>Resources are used to develop understanding of vocabulary and concepts when needed.</p> <p>Support staff meet regularly with the speech therapist to ensure appropriate support.</p> <p>Parents have regular meetings with the speech therapist to ensure the work that is completed in school is reinforced at home</p>
<p>To enable improved access to written information for pupils, parents and visitors</p>	<p>Questionnaires/discussions to identify any needs parents may have.</p> <p>Relay messages verbally where parental difficulties are known.</p> <p>Raise awareness among staff of the use of suitable font and size and correct page layout to support people with visual impairments.</p> <p>Investigate the use of symbols to support people with reading difficulties.</p> <p>Audit reading materials used in school to ensure suitable large print materials are available if needed. Ensure signage around school is accessible in all known languages.</p> <p>Use EAL team translators to convey messages when needed.</p>	Ongoing	<p>SENCO</p> <p>Class teachers</p> <p>Support staff</p>	<p>Parents with literacy difficulties or EAL can access school communications.</p> <p>School resources are appropriate for children with EAL or literacy difficulties.</p>

Medium Term Targets	Strategies	Timescale	People with responsibility	Success Criteria
To review children's records to ensure that the school is fully aware of any disabilities	<p>Information is collected about all new children in the starters' pack.</p> <p>Records are passed up to class teachers as part of our annual transition.</p> <p>Discussions take place between staff to ensure full awareness as part of our transition arrangements. Parents and other agencies participate in SEN Support Plan and EHCP review meetings to ensure the most up-to-date information is shared with the school Medical needs are identified by parents and are updated at least annually.</p> <p>Personal health plans are created for children as required.</p> <p>Significant health problems are shared with all staff.</p> <p>Photos are displayed with medical needs and action plans to ensure full awareness.</p>	Ongoing	All staff	<p>Each class teacher and all appropriate support staff are fully aware of the needs and disabilities of children in each class.</p> <p>Transition arrangements are thorough to ensure all information is passed on.</p> <p>The needs of new starters are collected by office staff.</p>

Long Term Targets	Strategies	Timescale	People with responsibility	Success Criteria
To review and amend the in school records that are kept for each child to ensure clarity and cohesion	<p>Review records that are kept and the information that is required.</p> <p>As changes are made, add new forms to the new starter's packs but also ensure that they are completed for all existing pupils.</p> <p>Continue to ensure clear communication is in place between school and home to ensure changes are shared with school as soon as possible.</p>	Continual review and improvement	HT SLT Office staff	There is effective communication within school to ensure information about disabilities and additional needs is shared with staff and appropriate agencies as required.

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- SEND policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils with Medical Conditions policy