



Accessibility plan

St Peter's Eaton Square C of E Primary School

Approved by:	Achievement, community and standards governing committee	Date: 11 Nov 2019
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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

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 purpose of this plan is to show how St Peter's Eaton Sq C of E primary school intends, over time, to increase the accessibility of our school for disabled pupils.

St Peter's Eaton Sq C of E primary school is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

St Peter's Eaton Sq C of E primary school pays due regard to the guidance provided by Westminster City Council and the LDBS.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>The school funds an additional SaLT for a non-statutory caseload.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include advice, guidance and training from outside agencies, including the school nurse, the NHS diabetes team, occupational health, speech and language therapists and educational psychologists.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Training for specific staff, including medical and diabetes.</p> <p>Purchase and/or use of specific equipment, including IT & furniture, to support the needs of individual pupils.</p> <p>Ramps where needed for wheelchair access.</p> <p>Additional support in PE and swimming to support pupils with physical needs.</p> <p>Pupil Progress meetings identify the needs of all pupils.</p> <p>Curriculum review audit.</p>	<p>Audit of CPD to be conducted regularly.</p> <p>Teachers and TAs to be given opportunities to observe skilled colleagues using specialist equipment and resources.</p> <p>Lunchtime clubs to include appropriate clubs to support needs of all pupils.</p> <p>Put in place specific support packages where appropriate and/or necessary.</p>	<p>Class teachers and SLT.</p> <p>Senco to facilitate</p> <p>Teachers and TAs</p> <p>Senco and SLT</p>	<p>July</p> <p>July</p> <p>Ongoing</p> <p>Ongoing</p> <p>July</p>	<p>List of areas in which staff feels they would like training next year.</p> <p>Audit of IT equipment being used effectively to benefit needs of disabled pupils.</p> <p>Audit PE and swimming activities over the year.</p> <p>Curriculum fit for purpose.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled toilets and changing facilities</i> 	<p>Install permanent ramps.</p> <p>Make school more accessible to pupil wheelchair users.</p>	<p>Investigate possibility of permanent ramps for entry and playground. (This may need to await outcome of playground extension)</p> <p>Contingency plan for wheelchair pupil above EYFS and Y1 – class to remain on the ground floor.</p>	<p>Premises officer</p> <p>SLT</p>	<p>tbc</p> <p>September</p>	<p>Full and easy access to ground floor.</p> <p>Plan in place in event of a disabled pupil attending.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Staff are aware of and use Makaton sign.</i></p> <p><i>We use visual timetables as part of our SaLT programme.</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p>	<p>To further expand the use of Makaton across the school.</p> <p>All classes to use visual timetables to good effect.</p>	<p>Additional training during staff meetings from skilled teacher.</p> <p>Input from SaLT</p>	<p>Senco</p> <p>Senco</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>More staff confident to use Makaton.</p> <p>Children understand the visual timetables.</p>

4. Monitoring arrangements

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

It will be approved by the governing board Resources committee.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

