



St Peter's Eaton Square Primary
School

Accessibility Plan

Approved by:	Achievement and Values	Date:
Last reviewed on:	September 2024	
Next review due by:	September 2025	

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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 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.

Our Values

St Peter's is a place where every person has the right to be themselves and to be included in a safe and happy environment. We are committed to inclusive principles and we are working on embedding the neurodiversity model, a model of acceptance, in which all differences are respected and celebrated. We have moved away from the language of 'disorders' or 'impairments' and to understand that different processing is normal, natural and ok. We acknowledge that the way in which the social context, the environment and the interactions that have been formed and valued by a neurotypical society are what cause discrimination. Therefore, we realise that, with SEND pupils or those with particular vulnerabilities, we have developed an extensive inclusive practice that advocate and aim to provide for the needs of a diverse society.

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 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.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an extensive range of adaptive teaching and learning strategies, especially the use of scaffolding to ensure high expectations for all pupils.</p> <p>Our school is working on the neurodiversity model of understanding difference to provide a common framework to govern all we do to support pupils with disabilities. This included the embedding of our Emotional coaching and Zones of Regulation teaching tools.</p> <p>The school funds an additional SaLT for a non-statutory caseload and additional EP time to enhance our inclusive practices. The school also works closely with a range of outside agencies.</p> <p>For all pupils with a disability/SEND need, IEP Targets are set effectively three times per year and reviewed regularly.</p>	<p>To ensure curriculum materials/ resources include examples of people with disabilities</p> <p>To audit staff training needs in relation to SEND and disabilities and plan training according to need.</p> <p>To offer children access to specialist equipment, including standing tables, wobble cushions, therraputy, pencil grips, noise cancelling headphones, writing slopes etc. to enhance their learning potential and cater for the different ways of learning.</p> <p>To ensure all children are able to access all out-of-school activities, e.g. residential trips, visits, school clubs.</p>	<p>Audit of current curriculum resources (books/curriculum content) and an action plan to close any gaps.</p> <p>Audit of staff knowledge and training to be planned.</p> <p>Ordering of equipment for each year groups so pupils can experience the best ways of learning.</p> <p>Continue assemblies and celebration days and week that celebrate neurodiversity and difference.</p> <p>Audit club provision and encourage participation of SEND learning and remove barriers to their participation,</p>	<p>Senco</p>	<p>Ongoing across the year 24_25</p>	<p>Children's well-being and self- esteem will increase by the celebration of their different learning styles and ways of processing.</p> <p>Staff will become more confident in addressing the SEND needs of pupils and therefore enhance the learning outcomes for these pupils. Staff will adapt the provision to meet the meets of diverse learners.</p> <p>All pupils with SEND will be able to try clubs/enrichment experiences to broaden their horizons.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Corridor width <p>Disabled toilets and changing facilities</p>	<p>To ensure that where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to school's physical environment for all.</p>	<p>Audit of accessibility of school buildings and grounds by site manager. Suggest actions and implement as budget allows.</p> <p>Contingency plans for pupils of all disabilities enrolling at our school. For example, wheelchair pupil above EYFS and Y1 – class to remain on the ground floor.</p>	<p>Site manager</p>	<p>Audit to be completed by Autumn 2024</p>	<p>Actions from audit will be given timescale on audit documents. We will have a clear view on possible areas of improvement.</p> <p>Contingency plans in place for possible pupil enrollment.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible to all.</p> <p>Classroom displays all follow the same format of hessian background and an ivy boarder (symbol of nature) to ensure simplicity and minimal detail.</p> <p>Posters displayed around the school are in larger font.</p> <p>Visual timetables are used in every classroom.</p> <p>We use the Imprint/communication in print pictures/images to complement the written word in classrooms where appropriate.</p>	<p>Ensure visual timetables are large enough to see from all areas of the classroom.</p> <p>Review the use of Makaton in school and introduce basic question words and key vocabulary in Makaton.</p> <p>Ensure parents who are unable to attend school because of a disability can access parent's evening and parent workshops etc.</p> <p>Ensure 'pupil voice' is heard and acted upon.</p>	<p>Communication checklist/audit to be completed in each classroom to ensure consistency across the school.</p> <p>Senco to train staff in Makaton and ensure the 'why' is known- as a benefit for all pupils' attention and memory.</p> <p>New school website design to make information more accessible- all information from parent workshops is stored together for ease of access.</p> <p>Pupils are given their opportunity to share their concerns, views and ideas and adaption made where necessary.</p>	<p>Senco</p> <p>Senco</p> <p>SLT and ICT lead</p> <p>SLT</p>	<p>Ongoing/termly meeting and workshops</p> <p>Termly 24_25</p> <p>Termly 24_25</p>	<p>Consistency across the school.</p> <p>Makaton symbols displayed in classroom for key vocabulary (question words/learning vocabulary)</p> <p>Update website with appropriate information</p> <p>Pupil's self esteem and sense of agency will be raised and actions will be carried out as a result of listening to their voice.</p>

4. Monitoring arrangements

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

It will be approved by governing body.

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
- SEND policy
- Supporting pupils with medical conditions policy
- Mental Health and well-being policy
- Medical Conditions policy