



ST.PETER'S R.C. PRIMARY SCHOOL



# Accessibility Plan

## Overview of Areas within Accessibility Plan and Current Position

Basic needs Barriers	St.Peter's School is truly inclusive for all members of its community by meeting their basic needs.
Learning Barriers	St.Peter's School is truly inclusive for all members of its community through removal of barriers to learning.
Emotional Barriers	St.Peter's School is truly inclusive for all members of its community through the removal of emotional barriers.
Behavioural Barriers	St.Peter's School is truly inclusive for all members of its community by removing behavioural barriers within the limits of mainstream provision.
Physical Barriers <ul style="list-style-type: none"> <li>• Mobility issues</li> <li>• Visual impairment</li> <li>• Hearing impairment</li> <li>• Medical issues</li> </ul>	St.Peter's School plans to increase access for all members of its community by removing Physical barriers through the SIP and reacting to particular issues on a needs driven basis.
Ethnic Barriers	St.Peter's School is truly inclusive for all members of its community from whichever background. We recognise diversity and celebrate difference.

**Basic Needs**

Monitored by Headteacher and Governors

<b>Targets</b>	<b>Strategies</b>	<b>People and resources</b>	<b>Timescale Funding</b>	<b>Desirable Outcomes</b>
1. To arrive at school safely, regularly and on time.	STEPS Breakfast Club/After School Club (based at St.Peter's School) Attendance and Lateness policies Attendance & Behaviour service	STEPS Breakfast Club/After School Club (based at St.Peter's School)	Ongoing	St.Peter's school is truly inclusive for members of its community by meeting their basic needs  Children can get to school safely, are fed, feel safe and comfortable within school and are appropriately clothed
2. To have appropriate food and drink	Fruit Scheme Milk Scheme	Parents Office Staff Teaching / Support Staff	Ongoing	
3. To be safe and physically comfortable	PSHE After school clubs Swimming	Teaching Assistants Teaching staff External agencies (e.g. Club leaders, Fire brigade, Police, School Nurse etc,)	Ongoing School Fund School budget	
4. To have appropriate clothing	A store of clothing to lend / give to children	TA's / School	Ongoing Donations	

**Removing Learning Barriers**

Monitored by Headteacher and Governors

<b>Targets</b>	<b>Strategies</b>	<b>People and resources</b>	<b>Timescale and funding</b>	<b>Desirable Outcomes</b>
1. Pupils' learning needs identified and catered for.	IEPs, Targets Personal Learning Plans (PLP)	SENCO TAs Pupils	On going	St.Peter's school is truly inclusive of members of its community with learning disabilities  All members of the community are able to access learning through the removal of barriers to learning
2. Work in partnership with parents and pupils	Home / School Agreement Contact books School Council Pupil / Parent Workshops	Parents School SENCO TAs Pupils	On going	
3. Access appropriate external and county resources and advice	As appropriate and required	Educational Advisers / Consultancy Services Health Authority	Service Level agreements	
4. Embrace new initiatives if appropriate	As appropriate and required	As required	As needed	
5. Monitor and evaluate our provision	School Based Review Analysis of data / value added	SLT / Governors	School Budget	
6. Ensure that parents/ carers disabilities are recognised and catered for by the school	Review communication – vocabulary used, presentation	Staff / Governors / Parents	Ongoing	

<b>Targets</b>	<b>Strategies</b>	<b>People and resources</b>	<b>Timescale and funding</b>	<b>Desirable Outcomes</b>
7. To have resources appropriate to children's learning needs	Identify areas where resources are insufficient	SENCO / SLT / Finance Officer	School budget	
8. To deliver the curriculum with regard to children's different learning styles	Inset for staff on different learning needs and their delivery		School Budget	
9. That children have the right environment for learning	Inset for staff on Learning Environments and children's states		School Budget	

## Removing Emotional Barriers

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
1. Pupils' emotional needs are identified and catered for	IEPs, Targets PSHE Listening & Talking with children Solution Focused work Individual counselling	Teaching Staff and SENCO Teaching Assistants with training Multi-agency groups – SALT, Ed Psych, Time2Talk	On going School Budget	St.Peter's school is truly inclusive of members of its community with emotional disabilities  All members of the community are able to access the support of the community
2. Work in partnership with parents and children	Home / School Agreement Contact books School Council	Parents SENCO TAs Pupils Governors	School Budget School Fund On going	
3. Access appropriate external and county resources and advice	As required	Educational Advisers / Consultancy Services Local Authority Multi-agency groups	School budget As required	
4. Embrace new initiatives as appropriate	As appropriate and required	As required	As needed	
5. Monitor and evaluate our provision	Rates of exclusion Value added Attendance	SLT / Headteacher / Governors	School Budget	
6. Ensure that parents/ carers disabilities are recognised	Consultations with parents Talking & Listening Multi-agency referrals Coffee mornings	Headteacher All staff	School Budget School Fund On going	

## Removing Behavioural Barriers

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
1. That pupils' behavioural needs are identified and catered for	IEPs, Targets PSHE Listening & Talking with children Solution Focused work Individual counselling Rewards – stickers, PlayZone Certificates Clear system of warnings and sanctions	Headteacher / Teaching Staff SENCO Teaching Assistants Multi-agency groups Children Ed Psych, Time2Talk	On going School Budget	St.Peter's school is truly inclusive of children with behavioural disabilities within mainstream provision.  All members of the community are able to access learning through the removal of barriers to learning
2. Access appropriate external and county resources and advice.	As appropriate and required	Attendance Officer	As required	
3. To embrace new initiatives as appropriate	As appropriate and required	As required	As needed	
4. To monitor and evaluate our provision	Rates of exclusions, Value added Attendance	SLT / Headteacher / Governors Attendance Advisory Service	School Budget	
5. To work in partnership with parents and children	Clear policy and statement on reward and sanctions reached through consultation with staff, parents and governors	All Staff Parents invited to meeting Children – School Council	School Budget	
6. To facilitate any need including medicines, physiotherapy etc.	Training on the correct, safe and legal way to manage medicines in school	Office Staff TA's Members of staff who have had 1 <sup>st</sup> Aid training / Epipen training	School staff School Budget	
7. To be able to use physical restraint safely and correctly if required	Training on the correct, safe and legal use of reasonable force to restrain pupils if necessary.	Member of teaching staff (Headteacher)		

## Removing Physical Barriers 1 – Mobility

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
1. For all members of the school community to be able to access buildings	To ensure present accommodation as accessible as possible. To have regard for physical barriers when planning new building work or refurbishments	SLT / Governors / Premises sub-committee	School Budget Devolved Capital Grant As required	St.Peter's school is truly inclusive of children with mobility disabilities within mainstream provision.  All members of the community are able to access learning through the removal of barriers to learning
2. For all members of the school community to be able to access classrooms	To ensure present accommodation as accessible as possible. To have regard for physical barriers when planning new building work or refurbishments	SLT / Governors / Premises sub-committee	School Budget Devolved Capital Grant As required	
3. For all members of the school community to be able to access toilets	To make present accommodation as accessible as possible. To have regard for physical barriers when planning new building work or refurbishments	SLT / Governors / Premises sub-committee	School Budget Devolved Capital Grant As required	
4. For all members of the school community to be able to have appropriate furniture and equipment	To ensure present furniture and equipment as accessible as possible. To have regard for physical barriers when buying new furniture and equipment.	SLT / Governors SENCO External agencies	School Budget SEN Budget	
5. For members of staff to be able to lift and handle children safely	Manual Lifting training for members of staff	Teaching Assistants	School budget As required	
6. To access appropriate external and county resources and advice	As required	SLT / Governors / Premises sub-committee	As needed School budget	
7. For all members of the school community to be able to access to the curriculum		SENCO TAs Curriculum Co-ordinators	As needed School budget	



<b>Targets</b>	<b>Strategies</b>	<b>People and resources</b>	<b>Timescale and funding</b>	<b>Desirable Outcomes</b>
8. For all members of the school community to be able to access appropriate resources		SENCO TAs Curriculum Co-ordinators	As needed School budget	
9. For all members of the community to have access to physical programmes	As required in statement or advised by health professionals	SENCO SALT Occupational therapy	As needed School budget Multi-agency budgets	
10. To maintain the Health and Safety of all members of the community	To ensure that all evacuation routes are accessible for people with mobility difficulties	HT / Governors Premises Manager / Premises Sub-Committee	As needed School budget	

**Removing Physical Barriers 2- Visual**

Monitored by Headteacher and Governors

<b>Targets</b>	<b>Strategies</b>	<b>People and resources</b>	<b>Timescale and funding</b>	<b>Desirable Outcomes</b>
1. To have effective communication with home	Documentation in font and minimum size type	SENCO	As required	St.Peter's school is truly inclusive of children with visual disabilities within mainstream provision.  All members of the community are able to access learning through the removal of barriers to learning
2. To have effective access to the curriculum	Resources in font and minimum size type / Appropriate Colour scheme Modified materials	SENCO	As required	
3. To have effective access to the physical environment	Appropriate Colour scheme Signs	SENCO	As required	
4. Access appropriate external and county resources and advice	As required	SENCO	As required	
5. To have appropriate furniture and equipment	As required	SENCO	As required	
6. To maintain the Health and Safety of all members of the community	To install appropriate signage and alarms	SENCO / Fire Brigade, Alarm company / Premises Manager	As required	

### **Removing Physical Barriers 3 – Hearing**

Monitored by Headteacher and Governors

<b>Targets</b>	<b>Strategies</b>	<b>People and resources</b>	<b>Timescale and funding</b>	<b>Desirable Outcomes</b>
1. To have effective communication with home	To take advice on identifying and improving communication	SENCO	As required School Budget	<p>St.Peter's school is truly inclusive of children with hearing disabilities within mainstream provision.</p> <p>All members of the community are able to access learning through the removal of barriers to learning</p>
2. To have effective access to the curriculum	To take advice on identifying need and improving access to the curriculum Teacher / Teaching assistant to have relevant training	SENCO	As required School Budget	
3. To have effective access to the physical environment	To take advice on identifying need and improving access to the physical environment	SENCO	As required School Budget	
4. Access appropriate external and county resources and advice	As required	SENCO	As required School Budget	
5. To have appropriate furniture and equipment	To take advice on identifying need and providing appropriate furniture and equipment	SENCO	As required School Budget	
6. To maintain the Health and Safety of all members of the community	To install appropriate signage and alarms	SENCO / Fire Brigade, Alarm company / Premises Manager	As required School Budget	

**Removing Physical Barriers 3 – Medical Issues**

Monitored by Headteacher and Governors

<b>Targets</b>	<b>Strategies</b>	<b>People and resources</b>	<b>Timescale and funding</b>	<b>Desirable Outcomes</b>
1. To deal effectively with Asthma	Medicines in school policy Information shared with all staff and parents Welcome Booklet	Staff Parents & Children	In Place School Budget	St.Peter's school is truly inclusive of children with medical needs within mainstream provision.  All members of the community are able to access learning through the removal of barriers to learning
2. To deal effectively with temporary health issues (e.g. a course of antibiotics)	Medicines in school policy Information shared with all staff and parents Welcome Booklet	Staff Parents & Children	In place School Budget	
3. To deal effectively with longer term health issues (e.g. bowel disorder, ADHD, HIV+)	Health Care Plan Multi agency work	SENCO / Class teachers / TAs External agencies School Nurse	As needed School Budget	
4. To deal with whole school health issues (e.g. head lice)	As identified and needed	School Nurse	As needed School Budget Children's fund	

**Removing Ethnic Barriers**

Monitored by Headteacher and Governors

Targets	Strategies	People and resources	Timescale and funding	Desirable Outcomes
1. Identify and cater for different ethnicity among families at our school	Ethnic monitoring forms Talking and listening to children and adults Providing information in other languages	Minority Communities Achievement Service	On going School Budget	St.Peter's school is truly inclusive for all members of its community from whichever background. We recognise diversity and celebrate difference.
2. Promote positive images and understanding of other cultures	PSHE Curriculum / RE	LA Advisory Service / Admissions	School Fund School Budget	
3. To be a base school for travelling children and to promote continuity of their education	As appropriate and required	LA Advisory Service / Admissions	School Fund School Budget	
4. To provide support for children for whom English is an additional language	Provide a range of appropriate materials and tutor support	SENCO	School Budget As required	