

St Peter's Church of England Junior School

School Accessibility Plan 2018-2020

Schools are required to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- To prepare and publish a plan to show how they will meet these duties.

According to the Act a 'disabled person is defined as someone who has physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities'. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

The aim of this Accessibility Plan is to set out how St Peter's Junior School intends to:

- increase the extent to which pupils can participate in the school curriculum
- improve access to the school's physical environment
- improve written information for disabled pupils

At St Peter's Junior School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

In drawing up this Accessibility Plan the school has set the following priorities:

- to provide safe access throughout the school for all school users

- to ensure that the teaching and learning environment and the resources are suitable for all staff and pupils, altering the requirements to suit individual needs
- to provide training to all staff regarding the needs of pupils with a disability to enable them to enjoy the school experience as fully as practicable.

In line with current good practice St Peter's Junior School has:

- Close working relationships with Clarkson Infant School, Marshland High School and Thomas Clarkson Academy through transition arrangements in the summer term. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. We work with SEND Specialist Services and health professionals as necessary to achieve this. The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- St Peter's inclusion team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- The school curriculum promotes tolerance, awareness and acceptance of all pupils.

Action Plan for improving accessibility

Priority	Strategy / Action	Timescale	Lead People	Success Criteria
Information about pupils accessibility issues	Ensure that all staff have knowledge of the needs of all pupils in their class / care	By the end of July before the start of the Autumn term	Assistant Head Teacher for Inclusion SENDCo	Information is available for staff
Develop inclusive, quality first teaching	Information for teachers on differentiation and	Ongoing - review every term	Class Teachers Assistant Head Teacher for Inclusion	All pupils have access to all subject areas at a

	identifying where barriers exist and ensure that plans identify strategies and actions. Discuss at pupil progress meetings.		SENDCo	level appropriate to their needs.
Increased staff awareness of pupils needs	Empower staff to deal with the needs of pupils appropriately.	Ongoing - review every term	Inclusion Team	Staff are confident with their ability to teach identified pupils effectively.
Safe access around exterior of school	Ensure that pathways and ramps are kept clear of vegetation.	Ongoing	Site Manager	Disabled people to move unhindered along exterior pathways.
Enhance the school environment	Where this is undertaken consideration to be given to pupils with visual impairment.	The environment is continually enhanced through the school's building maintenance and re-decoration programme.	Head of School / Site Manager	All areas maintained. Consideration given when choosing colours for decoration. Hazards highlighted to increase safety.
Evacuation Procedures	Review of procedures	When new pupils with disabilities start at the school.	Head of School	All pupils are evacuated within 2 minutes of the fire bell ringing.

The provision of appropriate furniture	As guided by Education Health and Care Plan and advice from Outside Agencies.	As necessary	Assistant Head Teacher for Inclusion SENDCo	
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Plan reviewed September 2018

Due to be reviewed September 2020