

Ss Peter and Paul Accessibility Plan

Introduction

This plan has been written to ensure that Ss Peter and Paul Primary meets the necessary requirements for accessibility for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Ss Peter and Paul Primary recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Ss Peter and Paul Primary aims 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.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

“They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities”.

Ss Peter and Paul provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The three areas to be considered in the action plan are:

- a) Improving education and related activities: Ss Peter and Paul will seek and follow the advice of LA services, such as specialist teacher advisors and SEN advisors, and of appropriate health professionals from the NHS Trust.
- b) Improving the physical environment: Ss Peter and Paul will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- c) Improving the provision of information: Ss Peter and Paul will make itself aware of the local services, including those provided through the LA, for providing information alternative formats when required or requested.

Contextual information

Ss Peter and Paul, is a highly inclusive school, it is made up of 2 buildings - a single storey building for Nursery and a single storey building Reception, Key Stage and Key Stage 2. Both buildings are fully accessible to the whole school community.

The main school is fitted with wide doors for ease of entry. The Nursery has a single door main entrance but if necessary access can be gained by double doors at the rear of the building.

Information about the school's disabled population

The school's population can have children who have some kind of impairment, be it physical or mental.

Some children have moderate and specific learning difficulties.

Induction meetings and 'stay and play' sessions are held for children beginning Nursery and Reception. If any additional needs have been identified the LA and health advisers are contacted for support and guidance.

Staff have received diabetes training and training in the use of epipens where necessary and several members of staff hold current first aid qualifications.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities. Where children have significant health problems, all appropriate adults are informed.

How appropriate is the current provision?

Staff are highly aware by effective communication of the issues faced by disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive.

Regular CPD addresses the inclusion agenda.

Provision in an Emergency

Children with specific physical needs will have their own personal evacuation plans. Named adults are responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

Recent projects to improve the physical environment have included:

- All main entrances to the school are flat and have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.
- A refurbished computing suite with a wider door, correct height desks and an exit ramp.
- On-site car parking for staff and visitor includes one dedicated disabled parking bay.
- A disabled toilet near the main entrance of school is fitted with a handrail and a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked.
- Improved outdoor facilities in EYFS (Nursery and Reception).
- Improved outdoor facilities on the KS1 and 2 playgrounds.
- Screen magnifier software for the visually impaired.
- Support staff employed to support children with specific needs.

Targets for 2016-2019

- Continue to improve the outdoor facilities across school.