

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. St Peter's Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually.

4. St Peter's Primary School has implemented an accessibility plan which is aimed at:

- Increasing **access to the curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- improving the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving and making reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

7. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

8. The Plan will be monitored by Ofsted as part of their inspection cycle.

9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Accessibility Plan 2015 - 2018

Accessibility Area	Access Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Improve access to the physical environment	Improve the physical environment for people with mobility difficulties.	1) Use an audit tool to assess the physical environment as well as consulting with the SDBE. 2) Prioritise from the audit and consultation any physical adaptations that may be required.	Head Teacher / Inclusion Manager/Premises Manager	September 2016	Meeting with SDBE to get the go ahead to open up the school office area and accessibility (January 2015).
	Classrooms are organised to promote the participation and independence of all pupils.	1) Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Ensure all class room furniture enables equal access for pupils with a disability.	Head Teacher / Inclusion Manager/Premises manager	On going	Lessons to start on time without the need to make adjustments to accommodate the needs of the individual pupils.
Improve access to the curriculum	To ensure all out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	1) Review all out of school provision to ensure compliance with legislation. 2) Review all risk assessments to ensure compliancy with current legislation.	Head Teacher / SEN Manager	January 2015	All risk assessments now have an additional section referring to the awareness of children who have a medical care plan, that a copy is taken on the trip and all staff have read the Care Plan before the trip.
	To ensure that Teaching Assistants have a better understanding and knowledge of barriers to learning that may impact on children. For Teaching Assistants to have approaches to support children to overcome these	1) Audit the training needs of teaching assistants. 2) Create a rolling CPD programme to meet the identified areas within the audit. 3) Ensure that the teacher morning briefings include training related to the SIP. 4) Access external training where this is needed. 5) Develop coaching practices among support staff.	Head Teacher / Deputy Head Teacher	1) – annual (July 14) 2) Sept 14 – ongoing 3) February 2015	Point 1 Point 2 Point 3 Point 4

Accessibility Area	Access Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Improve access to information	To improve the user friendliness of a variety of media available for parents.	1) Prioritise areas to improve. 2) Review the website regularly. 3) Review the parent's board.	Head Teacher / SBM/Deputy headteacher	January 2015	In light of new SEN Code of Practice 2014, a new method of presenting information about SEN planned for the website. IT specialist built the new platform. This will be a link from main school website and named ST Peter's SEN Information Report (school offer)
Improve access to information	Availability of written materials in alternative formats when specifically requested.	1) The school will make itself aware of the services available for converting written information into alternative formats.	Head Teacher / SBM	March 2015	Currently on going with the school linking with parentmail to improve communications. Parent board regularly updated as well as the website.
	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	1) Review all current school publications and promote the availability in different formats.	Head Teacher / SBM	September 2015	

Equality Objectives 2013-2016

Public Sector Duty	Equality Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Eliminate, discrimination, harassment and victimisation.	Maintain low incidences of bullying. Reported incidences of racist and anti-disabled nature decrease.	<ol style="list-style-type: none"> 1) Complete and apply for PHSE 'Healthy Schools' Bronze Award (Mayor of London) 2) Records of incidences of bullying to be logged and analysed. Action to be taken to address any recurring themes. 3) Anti-bullying week. 4) Disability Awareness Day 5) School Council to consider strategies to avoid bullying incidence. 6) 5) SRE training for staff (include FGM & Homophobic bullying) 	All staff to record incidences. Leadership to coordinate the School Council. Assessment Coordinator and SLT to monitor incident logs. DHT/Inclusion Manager to lead on Disability Awareness and coordinate training for SRE and apply for Healthy Schools Award.	Yearly review Summer 2015	<p>Point 2: Behaviour slips introduced for playground, class and SLT – autumn 2012 Point 3 achieved. Anti-bullying week a success. Assemblies and workshops conducted. Week beginning 18th November 2013.</p> <p>Point 4 - School council consulted regarding their opinion on what needs to improve in terms of behaviour. Actions put into place to follow up on this. Assemblies by School Council and Faith team on our values – September 2012 (on-going) P4C led by Level 3 trained T.A. in Year 1 – 6 covers themes including our school values, Anti Bullying and any class issues.</p>
Advance equality of opportunity between different groups.	Close the GAP for the vulnerable groups as identified by the GAP analysis.	<ol style="list-style-type: none"> 1) Analyse data to ensure deployment of staff meets needs. 2) Improve teaching and learning including differentiation for vulnerable groups. 3) EAL training for teachers 	Inclusion Leader/Assessment Coordinator Head Teacher Inclusion Leader Head Teacher	Termly January 2015	<p>Point 1 GAPS identified and relevant CPD put in place or interventions for pupils.</p> <p>Point 2: Monitoring occurring. ROL suggests vulnerable groups are achieving well across the school and pupil premium use has helped raise the attainment of FSM children. SEN & children with statements/EHC plan a future focus. INSET on new code of practice – September 2014. On-going</p>

					training for TAS for SEN and teachers – Spring 2015 – SALT training on Colourful Semantics and TalkBoost. Point 3 – EAL trainer providing teacher training – February and March 2015
Foster good relations between different groups.	<p>Over 4 years every policy will be reviewed against equality objectives.</p> <p>Improve the consultation of policies throughout the school community.</p>	<ol style="list-style-type: none"> 1) Staff training regarding equalities act. 2) Staff training SRE 3) All staff to update the policies taking into account the equalities act. 4) Selection of parents to be consulted regarding policies. Parent workshop on SRE and SOW. 5) School council to be involved in the process through promotion of anti-bullying activities. 	<p>Inclusion Leader</p> <p>Leadership Team</p>	By Autumn 2015	<p>To Do: Point 1 – presentation of policy to TAs outlining the Equalities Act and its implications. Policy given to Teachers. Training summer term 2015 for teachers – L.A. representative</p> <p>Point 2 – Staff training to take place in Summer term. SRE policy, Inclusion Policy, EAL policy to be updated in the light of the equalities act. New SEND Information Report created in line with Equalities objectives – Sep 14 – Mar 15.</p> <p>Point 3 – Parent Forum to be created Summer term 2015</p> <p>Point 4 – School Council have been consulted and have supported activities during anti-bullying week – November (ongoing). School Council to provide ideas regarding increasing awareness of community regarding disabilities. Disability Awareness Day to run throughout the school Year 6 children supporting younger children in the school at lunch time.</p>