

# Accessibility Plan 2016-2019

*Created: November 2015*

*Ratified: February 2016 (Full Governors)*

*Next Review: January 2017*

*Next Revision (3 years): January 2019*

1. This Accessibility plan was drawn up by an Accessibility Working Party consisting of the Headteacher, Deputy Head, SENDCo, Premises Lead Governor, Health & Safety Lead Governor and after consultation with parents.
2. At St Peter's School we aim to provide a welcoming environment which values diversity, promotes equal opportunities and has an ethos of inclusion to enable everyone to live out the school motto '**Growing together in Mind, Body and Spirit**'.
3. We shall make reasonable adjustments as required under the Equalities Act (2010) for disabled people. Under the Equalities Act a disabled person is defined as when a person has 'a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions such as HIV, Multiple Sclerosis and cancer are considered as disabilities, regardless of their effect. Long term is defined as 'lasting or likely to last for twelve months'.
4. St Peter's School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. Pupils individual DAF Plans, as deemed appropriate and completed jointly with parents and staff, will be implemented.
5. In order to comply with the relevant sections of the Equality Act (2010) and the Regulatory Reform (Fire Safety) Order (2005), St Peters School, after consultation with all involved parties, will undertake to write and issue a Personal Emergency Evacuation Plan (PEEP) per individual ensuring that all people, including disabled people, can leave the building safely in the event of a fire.
6. The accessibility Plan will contain relevant actions to:-
  - To improve access to the physical environment.
  - To improve access to the curriculum.
  - To improve access to information.

7. The Accessibility plan should be read in conjunction with the following policies:

- Curriculum
- Health, Safety & Well-being
- SEND and Inclusion
- Behaviour Management (including anti-bullying)
- School Development Plan
- School Prospectus
- School Trips and off-site visits Policy
- Admissions Policy

## St Peter's C of E Primary School Accessibility Plan 2015-2016

### Improving the Physical Access at St Peter's School

| S / M / L | Item   | Location  | Actions  | Timescale  | Cost £   | Staff i/c |
|-----------|--|---|--|--|--|-----------|
| Short     | To provide equipment to reduce distractions for children with sensory impairments. | As required.  | To provide wedge shaped seats.   | January 2016   | £20 per wedge shaped seat.<br><br>X3= £75                                  | VL        |
| Short     | Disabled toilet access.  | Y3 (Sycamore)   | Existing disabled toilet provision available opposite staff-room in main school building.      | Class to be relocated to New Classroom Building January 2016.  | N/A  | SH        |
| Short     | Provide access to changing areas for all pupils.                                   | Changing for PE, games or after school activities including Swimming Pool area.   | Adapt existing facilities, where possible, to meet the needs of a child with gender dysphoria. | Review existing provision and put forward proposals and costings. Existing arrangements are use of adult toilet for changing and use of disabled pool toilet at swimming pool. | Unknown  | SH        |
| Short     | Existing outside lighting.   | Playground entrance, Y4/5 (Beech), rear staffroom, Y6 (Oak) storeroom, Y3/4 (Sycamore).   | Test existing outside light fittings and ensure light fitting are clean and all work           | December 2015  | Replacement lamps.   | SBM / OF  |
| Short     | To ensure the nosing on all steps is clearly marked and visible.                   | Across school site especially back gate, playground entrance & main school entrance.  | Paint step edge is correct yellow hard-wearing paint.  | December 2015  | £100 (est) for durable yellow paint for metal, concrete and wood surfaces. | SBM / OF  |
| Short     | Ramp access Identification.  | All ramps into buildings e.g. Playground entrance, main hall, Library.  | Paint triangle at start of concrete ramps (as per school playground entrance).                 | December 2015  | As above   | SBM / OF  |
| Short     | Ramp access Identification - Front railing post (left & right)                     | Playground entrance, R/Y1 (Cherry), Y1/2 (Willow), Hall x 2, FSU, Kitchen, Library, main school entrance and wooden ramps to Y4/5 (Beech), and Y3 (Sycamore). | Repaint ramp railing front posts.  | December 2015  | As above   | SBM / OF  |
| Short     | Ramp access  | As above.   | Repaint ramp railing corner posts.   | Dec 2015   | As above   | SBM / OF  |

|        |   |   |   |  |                |          |
|--------|---|---|---|--|----------------|----------|
|        | Identification – rear corner railing post.                                  |   |   |  |                |          |
| Short  | Maintaining safe access to rooms with wooden ramps.                         | Y4/5 (Beech), and Y3 (Sycamore)   | Treat build-up of alga and mould to prevent slipping and check that non-slip pads are fixed and secure.   | December 2015  | £15            | SBM / OF |
| Medium | Contrasting tones and colours to be used on walls, architraves door frames. | Throughout site.  | On-going redecoration work uses contrasting colours as appropriate.   | Ongoing  | £100           | SBM / OF |
| Medium | Improve site outside lighting.  | To ensure all areas of the school are accessible to all users especially playground and building access.            | Obtain lighting plan and quotes for the addition of LED outside lights (on a time clock or sensor) to ensure safe passage around site at night and exit at main entrance. | October 2016   | Quote required | SBM / OF |
| Medium | Disabled toilet access.   | Nursery/Reception areas.  | Consider additional provision for wheelchair user. Existing provision available located beyond main hall and accessible to all.   | Provision of local toilet to be considered and costed and re-considered in 2019, or earlier, if need arises. | Quote required | LB / SBM |
| Medium | Disabled toilet access.   | FSU playground.   | Existing provision available beyond main hall or in new classroom building opening January 2016.  | This action to be re-considered in 2019, or earlier, if need arises.   | N/A            | LB / SBM |
| Medium | Step by classroom entrance.   | Y4/5 (Beech), Y5 (Ash) and Y6 (Oak).  | Construct ramp to ensure ease of access for wheelchair or relocate the class to a room with immediate access.   | Reconsider at the Plan Review in 2019, or earlier, if the need arises.                                       | £150 (est)     | SBM / OF |
| Long   | School access by disabled driver dropping a child off at school.            | Front of school access from main road.  | Arrange access for vehicle through main school gates under supervision with areas fenced off from children walking to their classrooms.                                   | Reconsider at the Plan Review in 2019, or earlier, if the need arises.                                       | Quote required | N/A      |
| Long   | Car parking provision.  | Road outside school.  | Apply to EDDC for quote and provision of dedicated parking space.   | Reconsider at the Plan Review in 2019, or earlier, if the need arises.                                       | Quote required | SBM      |
| Long   | Improve room access.  | Library (top of steep ramp).  | Quotations to be obtained for button operation automatic opening door.  | Reconsider existing use of these areas at the Plan Review in 2019, or earlier, if the need arises.           | Quote required | VS       |
| Long   | Outward opening doors.  | Throughout school e.g. FSU, corridors, Y2 (Chestnut), Y5 (Ash), Y6 Oak), R/Y1 (Cherry), Y1/2 (Willow) and Hall x 2. | No action.  | Reconsider existing use of these areas at the Plan Review in 2019, or earlier, if the need arises.           | N/A            | N/A      |

**St Peter's C of E Primary School**  
**Accessibility Plan 2015-2016**

**Improving the Curriculum Access at St Peter's School**

| <b>S / M / L</b> | <b>Improvement</b>   | <b>Actions</b>   | <b>Timescale</b>   | <b>Cost £</b>               | <b>Staff i/c</b>                     |
|------------------|--|--|--|-----------------------------|--------------------------------------|
| Short            | Consider provision of tablets or touch screen ICT equipment.   | Increase provision of tablets or PC with touch screen capability. New classroom building (opening January 2016) installed with touch screen televisions. | Ongoing  | Within existing budgets.    | SH/VL                                |
| Short            | Raise awareness of disabilities.   | Provide positive images of those with disabilities through visitors, books and images for display and use throughout the school.                         | March 2016   | N/A                         | ST Teachers                          |
| Short            | Review the specific needs for pupils living with a disability or SEND.   | Ensure teachers are aware of the relevant issues and can ensure that the pupil / group has equality of access.   | Reviewed termly by SENDCo when she meets with teaching staff.                                    | N/A                         | SENDCo                               |
| Short            | Consider provision of additional support or training for pupils and/or parents where English is an additional Language.    | Consider appointment of EAL Volunteer and ensure information about free English learning opportunities are made available to EAL parents.                | Volunteer in place and training ongoing  | Quote required as necessary | SENDCo/SBM                           |
| Short            | Monitoring pupil progress.   | Monitoring all vulnerable groups to ensure they are making at least expected progress.   | Ongoing  | N/A                         | SH                                   |
| Medium           | Review out of school provision to ensure equality of opportunity and especially pupils eligible for Pupil Premium funding. | All out of school activities, clubs and sport provision are planned and conducted to ensure the participation of the whole range of pupils.              | Ongoing and regularly monitored by Headteacher, Key Stage Leaders & Pupil Premium Lead Governor. | N/A                         | SH<br>LB/HJ-FSU<br>VL-KS1<br>PSL-KS2 |
| Medium           | Awareness or equality and disability is kept to the forefront of strategic curriculum planning.                            | Monitored at meetings between Headteacher and SENDCo and between SENDCo and SEN Lead Governor.<br>Governors updated via termly reports from SENDCo.      | Ongoing  | N/A                         | SENDCo                               |
| Long             | Loop System.   | Investigate loop system for main hall to assist those with hearing disabilities.   | Reconsider existing use of this area at the Plan Review in 2019, or earlier, if the need arises. | N/A                         | SENDCo/SBM                           |

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**Improving the Delivery of Written Information at St Peter's School**

| <b>S / M / L</b> | <b>Improvement</b>  | <b>Actions</b>  | <b>Timescale</b>   | <b>Cost £</b>                                     | <b>Staff i/c</b>  |
|------------------|---|---|--|---|---|
| Short            | Review documentation to ensure accessibility for those with visual impairment.  | Review using coloured paper for documents and letters as appropriate and required.  | Raised at staff meeting in Spring Term and then reviewed annually by SENDCo. | N/K   | SENDCo  |
| Short            | Review all current school publications and promote availability in different formats.                                       | Ensure website refers to documents being available in large print from the School Office.   | January 2016   | N/A   | VL  |
| Short            | Ensure support and translations are made available for pupils and/or parents where English as an Additional Language (EAL). | Ensure provision is available on school website for 'Google Translate' and correspondence with parents is translated if appropriate.  | Underway and ongoing as required.  | N/A   | SH- Google Translate on website<br><br>Teachers in R/Year1/2 and Year 6 |
| Short            | Review all communication systems to ensure accessibility of information for all.  | School newsletter.<br>Use of text messaging & social media.   | March 2016   | N/K   | SH  |
| Medium           | Consider ways of improving communication / access to documents for pupils and parents without internet access.              | One of more of the following to be considered and implemented:<br>Ensure hard copies of all internet-only documents are sent home.<br>Consider provision at school (after hours) for parents/pupils to make sure of ICT equipment at school.<br>Provide FOC loan access of tablets to pupils with homework/relevant documentation downloaded. | By September 2016  | Possible purchase of additional tablet £350 (est) | SH/VL   |