

# Accessibility plan



**Earley St Peter's**  
CE Primary School

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**This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all pupils and staff within the Trust.**

*We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.*

## **1. Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our schools' aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Earley St Peter's our vision is to provide the right foundations to allow future potential to be unlocked and enable all in our school community to flourish. At Earley St Peter's Church of England Primary School, we want to give all our pupils strong foundations for the future.

The Bible talks about the importance of good foundations. Jesus tells Peter 'you are Peter and on this rock I will build my church' (Matthew 16.18). We also hear the parable of the wise man and the foolish man. Better to build your house on a rock than on the sand. (Matthew 7.24-27).

Guided by our values of respect, kindness, honesty, forgiveness and service, we strive for all pupils to be confident and resilient, curious and creative and to know and remember more.

The Equality Act makes explicit our responsibility to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Support from local agencies includes:

CAMHS

Educational Psychologists

Sensory Consortium

Sendiass

School Nurse

Assist

Foundry College

Occupational Therapists

Physiotherapists

Speech and Language Therapists  
Learning Support Service  
Addington Outreach support

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers an adaptive curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Space created for delivery of OT provision for pupils with specific special needs</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Training for staff on increasing the access to the curriculum for pupils with SEND</li> </ul>		<p>To monitor IPPs and to ensure the provision is effective for all pupils.</p> <p>To improve the provision of OT resources for pupils with specific special needs</p> <p>To provide CPD for PECS, ASD, VI/HI, anxiety, attachment strategies, working memory, working stations</p>	<p>To work in partnership with families and professionals to consider individual needs on a case by case basis.</p> <p>Monitor and review IPPS on a termly basis to identify most effective strategies to support pupils.</p> <p>Identify relevant training to support staff.</p> <p>Review progress in Pupil Progress Meetings</p>	Inclusion Leader	Ongoing  To be reviewed in January 2026	Pupils will make good progress and meet the targets set.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Maintain grab rails around the school site</li> <li>• Seating plans are organised according to the needs of the pupils</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Yellow markings on doors/door edges to support those with visual impairments</li> <li>• Revised timetables in place for pupils to manage busy transition times</li> </ul>		<p>To ensure the site is accessible for visually impaired pupils</p> <p>To work with the relevant professional agencies to review the effectiveness the facilities in ensuring provision for hearing impaired pupils is strong.</p>	<p>Conduct a site walk to monitor the condition of school site, including handrails, ramps etc.</p> <p>Annual maintenance of facilities as appropriate.</p>	Mark Haste	January 2024	<p>The school site will accommodate for the needs of visually impaired pupils.</p> <p>The school site will accommodate for the needs of hearing impaired pupils.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Prodigy</li> <li>• Specialised PE equipment</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>		To ensure staff are confident to adapt information for pupils with a disability	<p>Gather pupil feedback to assess suitability of provision</p> <p>Review progress in Pupil Progress Meetings</p>	Inclusion Leader	September 2025	Disabled pupils, staff and visitors will all be able to access school information independently



## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head of School/ Executive Headteacher

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Local Offer