



St Peter's C of E Primary School

'Learning to Light the Way'

Accessibility Plan

Person Responsible for this Policy	Vicky Jenner, SENCO
Governor Responsible for this Policy	Pamela Lock, SEN Governor
Team Responsible for this Policy	FGB
Date Approved	Autumn 2024
Season to be Reviewed by	Autumn 2025
Policy Reference	PW01
Policy Source	

Built upon courage, compassion and respect, excellence in learning and ambition in teaching, our school lights the way to a world of possibilities.

With relationships at our core, we nurture every individual. Each unique contribution is valued. All flourish, making a difference as global citizens and as a beacon in our local community.

The Governors and Staff of St Peter's Church of England Primary School believe our school policies help us to continuously improve the school and ensure that each child is valued and encouraged. We recognise that all children have potential and through the school policies we aim to create a caring and well-ordered environment in which our school family can learn and develop.

Being a Church of England Primary school means we embrace the following Christian Values, which guide all aspects of school life and underpin our school policies.

Courage Compassion Respect

Matthew 5: 14-16

'A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.'



Aims

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

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

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.

Success Criteria			Monitoring and Evaluation			
<ul style="list-style-type: none"> For SEND pupils' progress to be above average across maths, writing and reading. Increasing the extent to which disabled pupils can participate in the school's curriculum and extra-curricular activities. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided. Improve the availability of accessible information to pupils with disabilities. Building on the inclusive ethos of our school. Promoting the confidence of all staff to meet a wider range of pupil need. 			<ul style="list-style-type: none"> Pupil Progress meetings 3 times a year Data analysis Provision mapping Monitoring of well-being and involvement Feedback from parents and external agencies Teacher and TA meetings SEN Co-ordinator to audit staff training needs and discuss findings with Headteacher and SEN Governor 			
Actions	Lead Person	Current good practice	Financial Implications		Timescale	Monitoring Focus
			1.School	2.Other		
To ensure the physical school environment is optimally organised to promote the participation and independence of all pupils	HT/SENCO	The environment is adapted to the meet the needs of pupils. This includes: <ul style="list-style-type: none"> Class and individual visual timetables and visual aids Whole school rewards 	N/A		On-going Review in September 2024 and feed into	Lesson observations/ Learning walk



		<ul style="list-style-type: none"> • Implementation of behaviour policy • Resource labelling • Home/school contact • Books • Use of ICT – laptops and Ipads • De-cluttering in the classroom environment • Lift • Wide corridors • Disabled parking bays • Disabled toilets • Brailled labelling around the school • Colour contrast on stair edges and around door frames • Writing slopes and a range of scissors/pencils/pencil grips 			plans	
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<p>To develop planning successfully so that TAs understand expectations for each session; how much support to give, how to record, expected output etc</p>	<p>SENCo to oversee CT</p>	<ul style="list-style-type: none"> Weekly planning shared between teacher and TA Teachers and TA allocated 30 minutes of liaison time per week 	<p>N/A</p>		<p>On-going</p>	<ul style="list-style-type: none"> Planning scrutiny Lesson/group observations Teacher/TA feedback
<p>To ensure children with specific needs have a Personal Plan if necessary</p>	<p>SENCo to oversee</p>	<p>Meetings between SENCo and teachers to discuss appropriate targets</p> <p>Meeting between SENCo, teacher and parents 3 times a year</p>	<p>N/A</p>		<p>On-going</p>	<p>Assessment of impact of personalized plans</p>
<p>To ensure curriculum is delivered effectively at all levels and continue to increase awareness of ASD, ADHD, SEMH and Dyslexia particularly for new staff</p>	<p>HT SENCo</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources and de-cluttered slides and worksheets Braille Visual aids Varied delivery and recording New material presented in small steps/scaffolding Use of visual, auditory and kinaesthetic activities 	<p>Supply Budget</p>		<p>On-going throughout the year as needed</p>	<p>Broader ranges of teaching strategies adopted to meet different learning styles.</p> <p>Adapted materials produced or purchased and used to meet needs.</p> <p>Whole school strategies and interventions implemented for identified children.</p>



		<ul style="list-style-type: none"> • Active learning • Working walls • Use of ICT 				<p>Increased teacher confidence in meeting the Kent Mainstream Minimum Standards.</p> <p>Monitoring and focus on new teaching and support staff.</p>
To review school policies to ensure compatibility with the Equality Act 2010	All people responsible for reviewing policies	As policies are reviewed, they should take into consideration the requirements of the Equality Act 2010	N/A		On-going	All policies will reflect the school's commitment to increasing the extent to which disabled pupils can participate in all aspects of the life of the school



To ensure that the Access Arrangements Register is kept up to date and is available on the server	SENCo to oversee	Discussion during pupil progress meetings to ensure most appropriate access arrangements for individual children	N/A		Review during pupil progress meetings at the end of terms 2, 4 and 6	Individual children will be able to access assessments in the most positive way possible
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This Accessibility Plan is written in line with the following legislation:

Equality Act 2010: Schedule 10, Paragraph 3

Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England)

Regulations, 2005 It should be read in conjunction with the school's SEN Policy