



St Peter's Catholic Academy

Accessibility Plan



OUR MISSION

"Together One Family, One Community in Christ."

St. Peter's Catholic Academy recognises that gospel values and the teachings of the church are central to the life of the school. The school aims to create an environment where children can develop physically, emotionally, socially and morally fostering co-operation and communication between home, school, parish and the local community. Together we hope to lead our children towards understanding, tolerance, justice and sensitivity to the needs of others.

Link to School Aims

The Academy committee and the school will work to make sure all students, staff, parents, and other stakeholders are able to access the physical environment, the curriculum, and information provided by the school.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA), the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010.

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Academy committee of St Peter's Catholic Academy is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Aim of the plan

The aims of this statement and the Accessibility Plan are to ensure that St Peter's Catholic Academy continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding 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.

- Improve the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

Action Plans are attached, relating to these key aspects of accessibility and showing how the School will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

St Peter's Catholic Academy follows guidance from the Equality Act 2010 which states:

"The Act defines disability 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, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect."

Furthermore;

"They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people."

To ensure that the Equality Act 2010 is implemented across the Academy all policies refer to the above statements.

Involvement of disabled people in developing a Disability Equality Scheme

The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

Reviewing/Monitoring

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the Academy committee. The plan will be fully revised every three years.

Targets

| Target | Current Good Practice | Actions to be taken | Resources | Time Scale | Person Responsible |
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| To improve staff awareness of disability and SEN | All staff have access to CPD with regards to SEN. This CPD is tailored to meet the needs of their class. | Audit of need to be completed by SENCo regarding required CPD for staff. Continue termly review meetings | CPD audit Staff time Training materials | Audit- December 2023 Termly meetings- Ongoing SEND | RS/SENCo |

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| | Staff regularly meet with parents to ensure they have a good understanding of children's specific disabilities and SEN. | <p>with class teachers and SENCo to review progress for pupils with SEN and/or disabilities.</p> <p>Continue to work closely with SEND services and outside agencies to increase staff knowledge of SEN and disabilities in school.</p> | | services/outside agency meetings- Ongoing | |
| To improve and maintain access to the physical environment. | The environment is adapted to the needs of pupils with disabilities as required, through the use of: disabled toilets, changing facilities, disabled parking bay, wide corridors. | <p>All staff to ensure that classroom environments and corridor areas are accessible to pupils with disabilities/SEN.</p> <p>SENCo to ensure all staff are appropriately trained to support pupils with disabilities.</p> <p>All staff to ensure that resources can be easily accessed by all children.</p> <p>Obtain support from outside agencies/outreach support from special schools etc., where necessary.</p> <p>Audit of equipment to be carried out to ensure all required equipment is in school and that educational resources can be accessed (e.g. toileting aids, shelving at walking frame height etc.)</p> <p>Additional risk</p> | Staff time Equipment Audit | <p>Accessible environment/ resources- Ongoing</p> <p>Staff training- Ongoing</p> <p>Support from outside agencies- As required</p> <p>Equipment audit- December 2023</p> <p>Risk assessments- As required</p> | All staff |

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| | | assessments to be completed where necessary for identified pupils. | | | |
| To ensure all pupils with physical disabilities and SEN participate in after-school activities and events. | <p>All children, regardless of socio-economic background, disability and/or SEN have access to a broad variety of after school activities and events.</p> <p>All children have opportunity to take part in after school activities and events.</p> | <p>Extended School Leader to complete an audit of participation in after-school activities and events and monitor term-on-term.</p> <p>Senior leaders to monitor data and liaise with pupils, class teachers, TA's, and parents and carers to ensure full inclusion in eg. Young Voices; School Council events.</p> | Extra-curricular audit Staff time | <p>Extra-curricular audit- Updated termly</p> <p>Data monitoring- Updated termly</p> | RS & SLT |

Policy Written

October 2023

To be rewritten

October 2026

Reviewed annually by Academy Committee Representatives