



## **St Peters C of E Junior School**



### **Accessibility Plan** **2016**

The definition of a disability is very broad. A person is deemed to have a disability “if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. This definition includes most of those people with special educational needs plus those have medical conditions, disfigurements, and other impairments, which count as disabilities but are not necessarily special educational needs.

Our school provides access to a range of services during the school day, to help meet the needs of the children. There may be times when a child’s needs or impairment leads to increased staffing or other costs.

After school clubs, as a service provider, has the responsibility to make any reasonable adjustments to enable all children to access their services.

Our school aims to provide inclusive access for all pupils with any physical needs, social needs, behavioural needs, to access the curriculum and the school environment. Our aim is not to treat any disabled pupils less favourably than any other pupils, and to make all necessary adjustments

The Board of Governors does not discriminate against disabled pupils when overseeing the applications for admission to our school. The school makes enquiries of the pupil’s school prior to admission, to find out the needs of any pupils with a disability or other impairment, so that we can either put in place any special educational needs support a pupil requires, and also access advice from the Local Authority Educational Psychology service or the Sensory Team & Physical Support Services (STeps). However the school will take into account the need to maintain the academic standards, what available resources the school has available already, what adjustments (if any) have to be made and the health and safety of any pupil with a disability.

<b>Physical Access</b>		
Target	Strategy	Outcome
To ensure that all children have access to all areas of the school.	<p>Liaise with pupil's school prior to admission who may be coming with any disability</p> <p>Undertake a physical audit to see if a child cannot access the premises, and to arrange where possible any actions.</p>	To ensure that the school is accessible to all.
<b>Curriculum Access</b>		
Target	Strategy	Outcome
<p>To share the new Code of Practice</p> <p>Refer to the Equality Act 2010 requirements and range of identified disabilities</p> <p>To assess any future pupil intake and identify any pupils with any disabilities/impairments and identify any staff training needs</p>	<p>Meet with all staff to disseminate requirements of any disabled or impaired pupils.</p> <p>Ensure curriculum plans are differentiated for all pupils' SEND needs.</p> <p>Work closely with any physiotherapists, occupational therapists, speech and language therapists, visual impairment team to meet specific needs of pupils.</p>	<p>To ensure that all pupils can access the curriculum, whatever their physical impairment.</p> <p>To ensure that any children with disabilities are not excluded from any activities arranged by school.</p> <p>Staff are trained to meet the needs of the pupils within the classroom / school.</p> <p>Risk assessments are written when appropriate.</p> <p>SEND target sheets are completed and share with parents 3 times a year.</p>
<b>Access to information</b>		
Target	Strategy	Outcome
Review format of information sent out to parents/carers/pupils	<p>Discuss with staff what type of format is best for information sent out from school.</p> <p>Consider alternative means of communication for parents/carers</p>	<p>Format that is more accessible for parents/carers/pupils to receive the information they require.</p> <p>To use a text messaging service and YouTeachMe to communicate with parents/carers</p>

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