**Accessibility Plan 2023/24**

**St Peter’s School**

**This plan should be read in conjunction with the following:**

St Peter’s Equality, Diversity and Inclusion Policy

Hertfordshire Local Offer

SEND Information Report

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 mental or physical 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 ‘a year or more’ and substantial is defined as more than minor or trivial. The definition includes sensory impairments such as 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.

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 School Vision:**

**‘Helping Every Child to Flourish’**

**Positive, Caring and Inclusive**

***Children will leave St Peter’s as rounded, independent young people ready to take the next step to secondary school and beyond. They are ready to make a positive contribution to society.***

Our school is committed to inclusion and aims to treat all pupils equitable and with respect. This involves providing access and opportunities for all pupils without discrimination.

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| **AIM** | **CURRENT GOOD PRACTISE** | **FURTHER ACTIONS** | **PERSON RESPONSIBLE** | **SUCCESS CRITERIA** |
| To increase access to the curriculum for pupils with a disability | \* Our school offers an adapted curriculum to meet the needs of all pupils.  \* We seek advice and support from advisory services for children with hearing impairments, visual impairments or have other diagnoses.  \* We use resources tailored to the needs of the pupils who require support to access the curriculum including tactile resources, technology and human resources.  \* We track progress of all children across the curriculum and ensure that adaptations are made to meet the needs of the children and enable them to make progress using a personalised approach.  \* Staff seek to mitigate barriers to learning and make reasonable adjustments to ensure access to the curriculum for all pupils.  \* Where needed individual targets are set for pupils following the Assess, Plan, Do, Review model on SEND Support Plans incorporating advice and expertise from professionals. | Further utilise professional advice to develop the use of technology to support children to access the curriculum.  Investigate the use of recording devices and audio to support reading across the curriculum.  Ensure staff are trained in specific areas of identified need in order to support the needs of the children in their cohort.  Use pupil voice to develop provision for pupils with SEND. | Inclusion leader  Senior Leadership Team  Class teachers | All learners have full and appropriate curriculum access tailored to their needs and abilities. The curriculum is responsive to pupil diversity. |
| To improve and maintain the physical environment to ensure where possible accessibility is not a barrier for pupils with additional needs | The environment is adapted to meet the needs of the pupils as required. This includes:  \* Step free access via ramps at entrance and from main playground  \* Lift in two storey building  \* Safe parking arrangements with disabled bays  \* 4 accessible disabled points available in different parts of the building  \* Adequate lighting in every classroom  \* Large and clear print displayed for all pupils to read  \* Consideration is given to background noise by teachers using Soundfield system.  \* Emergency evacuation procedures are in place for specific pupils. | Ensure accessibility remains a key consideration when developing any aspect of the school building or resources.  Investigate support need for pupils new to school with an identified disability. |  | The physical environment of the school will be suitably organised to support the needs of pupils with disabilities following professional recommendations. |
| To improve the delivery of information to pupils with a disability | Information can be accessed through a wide variety of written forms including newsletters, fliers and posters.  School website is informative and provides links to other websites and pathways for parents and carers to support children.  School staff are accessible to speak to families at the beginning and end of the school day in addition to planned meetings and parents’ evenings.  The school employs a Family Support Worker to ensure that important information is communicated to all families. | Ensure that website is fully accessible to all languages by adding ‘Translate’ function.  Develop network of staff and parents that speak languages other than English to provide support with communication across different aspects of school life. |  | Parents and carers are fully informed of school news, policy and practice. |