



**Andy Snipp BA(Hons)  
Headteacher**



## **St Peter's Church of England Middle School**

### **ACCESSIBILITY PLAN**

---

**This policy is approved by Local Governing Body**

**This policy is under review (2023)**

**Headteacher: Andy Snipp**

**Chair of Local Governing Body: Jane Whitehorn**

## ACCESSIBILITY PLAN

### St Peter's Church of England Middle School

*You yourselves like living stones are being built up* (1 Peter, 2:5) Aspire, Believe, Grow, Achieve

You yourselves like living stones are being built up - valued by God - and a unique member of our school community. You will continue to build firm foundations for life in all its fullness - spiritually, academically, socially and emotionally, as this is at the heart of everything we do. We want you to become a wise, compassionate and responsible citizen in today's multi-faith modern Britain.

#### Values and Ethos:

At our core are the values of: Wisdom, Integrity, Trust, Compassion and Fellowship. Through God and these values we will live out our motto:

To Aspire to be the very best we can, to Believe in our own abilities and those of the people around us, to Grow and develop continually and to Achieve the very best we can.

1. St Peter's CE Middle School welcomes its general duties under the 2010 Equality Act and the 2011 Equality Duty to:
  - a) Eliminate discrimination, harassment and victimisation
  - b) Advance equality of opportunity and
  - c) Foster good relations
  
2. In order to comply with the Equalities Act 2010, SCHEDULE 10; Section 88 ACCESSIBILITY FOR DISABLED PUPILS; the Governors of St Peter's CE Middle School are committed to providing, over time, a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our targets are as follows:
  - 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; (If a school fails to do this they are in breach of the DDA). 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 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.

3. Within this document, the governors use the definition of the term “disabled” as outlined in the Equality Act 2010: *“You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”*
4. As a member of the family of schools belonging to the Oxford Diocesan Schools’ Trust, we subscribe to the ODST Equality and Diversity procedures to promote equality and treat everyone fairly.

**The equality and diversity procedure aims to:**

- value and recognize all stakeholders and enable them to develop and perform to the best of their ability;
  - promote good relations between different groups sharing protected characteristics and those who do not;
  - support dignity and respect for all, where no form of discrimination, equality of opportunity between people who share a protected characteristic and those who do not;
  - where appropriate, allows positive action to be taken for under-represented groups;
  - allow breaches of equality to be investigated and dealt with accordingly as matters of misconduct;
  - enable ODST to comply with its statutory obligations under the Equality Act (2010).
5. This Accessibility Plan covers the period from January 2023 – January 2026.
  6. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
  7. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
  8. The Plan will be monitored through the Curriculum, Teaching and learning and the Finance and Premises Committees of the Governors.
  9. This plan will be made available upon request to any current parent/carer or prospective parent/carer who requests it. It will also be placed on the School website. This plan will be used by the Senior Leaders and will inform relevant aspects of the School’s development plan.
  10. This plan will be made available to Ofsted inspectors and other interested parties upon request.
  11. The school will work in partnership with the Oxford Diocese in developing and implementing this plan

## St Peter's Church of England Middle School Accessibility Plan 2023-2026

### Improving the Physical Access at St Peter's Church of England Middle School

<u>Target/Objective</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Who leads</u>	<u>Timeframe</u>	<u>Outcome achieved</u>
Review progress against previous audit and gather information to inform new policy and planning 2023	Governors and SBM to complete revised accessibility audit for whole school site, identify needs and advise further input to the Accessibility Plan 2023-26: Improving Physical Access at St Peter's CE Middle School	Outcomes of the audit will inform the next phase of maintenance and improvement plans for the development of the school site and premises:  Reviewed and completed Disability Equality Scheme and Access Planning in place for 2023/26 period	Chair of Gops / SBM	Audit Plan completed	
Accessible car parking	SBM to acquire quotes for this piece of work in line with School Financial Value Standards Governors to approve preferred quote to secure Best Value for Money Work initiated and completed	Bays to be signed in accordance with Part M standards	Chair of Gops / SBM	In line with 3 year budget planner	
Accessible staircases	SBM to acquire quotes for this piece of work in line with School Financial Value Standards Governors to approve preferred quote to secure Best Value for Money Work initiated and completed	Colour contrasted handrails will be provided on both sides of the staircases to support safe access for members of the school community with VI needs	Chair of Gops / SBM	In line with 3 year budget planner	
Improve access to the work conducted on the upper floors	Due to the age and architecture of the building, the access to the upper floors cannot be improved within the financial resources of the school – eg providing lifts. Therefore, the strategy will be to ensure that more accessible rooms will be used for business which involves members of the school community and other professionals with physical disabilities	There are no prohibitive measures to pupils accessing all learning activities and meetings within the school environment	Chair of Gops / SBM	In line with 3 year budget planner	
Moderate the impact of uneven steps and pavements	Within the audit of accessibility, identify key areas requiring improvement, repair and maintenance Use the outcomes of the audit to develop a planned programme of repair and maintenance for the period 2023-26	Planned programme of repair and maintenance is completed within the period 2023/26	Chair of Gops and SBM	In line with 3 year budget planner	
Provide induction loops	Equip the hall with an induction loop to improve the accessibility for pupils with HI	All pupils have access to learning activities within the hall	Chair of Gops / SBM	In line with 3 year budget planner	

## St Peter's Church of England Middle School Accessibility Plan 2023-26

### Improving the Curriculum Access at St Peter's Church of England Middle School

<u>Target/Objective</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Who leads</u>	<u>Timeframe</u>	<u>Outcome achieved</u>
Training for teachers on differentiating the curriculum	Following training undertaken in differentiation, undertake an audit of further staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	SENCo External providers	CPD programme through 2023-26	
Appointing a SENCo who will have the oversight of the needs for pupils living with a disability and the development of their independent living skills	Developing the understanding of the needs of disabled children within the leadership team through the appointment of a SENCo	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Recruitment panel	Advert 25.4.16 Interviews 13.5.16 Induction Sept 16	
DH and SENCo to review and adjust accordingly the termly curriculum plans to ensure that the needs of pupils living with a disability are met in full	DH and SENCo working with teachers to Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Tailored curriculum opportunities to incorporate the specific learning needs of pupils with a disability	DH and SENCo	Initial review Summer term 2 2016  Termly review through academic year 2016-17  Subsequent rolling programme 17/19 in line with individual pupil needs	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Further training for staff in the specific needs and support required for pupils with disabilities (particularly ASD)  Ensure all out-of-school provision complies with legislation  Developing guidance and checklists to support teachers planning for EV.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements  Increase in access to all school activities for all disabled pupils (particularly preparation for pupils with ASD to enable them to fully participate in EV)	EVC working with SENCo and AHT  Teachers when planning EV	Training Autumn 1 2016 for implementation Autumn 2 2016	

<p>Classrooms are optimally organised to promote the participation and independence of all pupils, including appropriate adaptations for those children with a disability</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>Appropriate resources are available eg visual timetables, reduction in sensory overload, individual workstations as required</p>	<p>Teacher peer monitoring to identify need</p> <p>SENCo to advise as required</p>		
<p>Reduce barriers to learning for those children with disabilities</p>	<p>Individual pupil needs are identified and appropriate additional support is provided eg "friendship groups", specialist teachers, specialist resources, external pastoral support and working with other agencies</p>	<p>Appropriate strategies are in place to minimise the impact of the disability on individual pupil learning and ability to engage in a mainstream classroom</p>	<p>SENCo</p>		

## St Peter's Church of England Middle School Accessibility Plan 2023/26

### Improving the Delivery of Written Information at St Peter's Church of England Middle School

<u>Target/Objective</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Who leads</u>	<u>Timeframe</u>	<u>Outcome achieved</u>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes  Delivery of information to disabled pupils improved			
Children's needs are known and acted upon prior to them joining the school	Develop processes for cross phase transition and in year transition, that ensure specific information, successes and areas for development,	Transition visits will highlight the needs of those with SEND entering Year 5 and within years, including access arrangements and staff training as appropriate  Case studies and useful information is passed on before they start their new class.	KS2 AHT	June visits will take place prior to the forthcoming academic year	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all		(DATE)	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all		(DATE)	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems	Arrange training courses.	Awareness of target group raised			School is more effective in meeting the needs of pupils.

