

St Peter's Catholic Primary School



Accessibility Plan

Approved by: The Governing Body

Date: Spring 2026

Last reviewed on: Spring 2023

Next review due by: Autumn 2028

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1. Aims

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 pupils with disabilities can participate in the curriculum
- 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

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 Mission and Core Values:

"At St. Peter's we strive to be a joyful, active, Catholic community, belonging to and guided by our Lord Jesus Christ.

We deliver a high quality, rounded education, focussing not only on individual academic excellence, but on each pupil's spiritual, moral, physical and emotional development. We are a forward looking school, continually seeking ways to build on our successes and further enhance the educational experience of our children.

Inspired by the values of Catholic Social Teaching, we provide superb pastoral care for the entire school, particularly the most vulnerable amongst us and we actively promote justice, charity and care for our created world.

As a community we aim to grow in communion with each other and with God. We aspire for every member of our school to become daily more like Jesus, filled with the grace and power of the Holy Spirit, allowing them to live life to the full, in hope and joy, transforming the world around them and bearing fruit that will last."

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships from the Diocese and Hampshire County Council to develop and implement the plan.

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 for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

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 physical or mental 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 year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIMS	CURRENT GOOD PRACTICE <i>Include established practice, and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>St. Peter's school offers a differentiated curriculum for all pupils and uses resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is adapted and reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure inclusion for all our vulnerable children who have barriers to learning – especially those with SEMH</p> <p>Opportunities for all children to access the outdoor curriculum specifically within PE.</p> <p>Set targets that are effective and are appropriate for pupils with additional needs.</p> <p>Opportunities for children to access particularly in music, PE, and Art</p>	<p>Ongoing training and support to manage extreme behavior.</p> <p>Conduct an accessibility audit.</p> <p>Clear Pupil Needs Plans and risk assessments in place that are reviewed and adapted accordingly.</p> <p>Rationale, Long term plans, and Medium Term Plans for curriculum subjects reviewed and developed for inclusion.</p>	<p>SENDCO Teachers</p> <p>SENDCO Caretaker</p> <p>SEDNCO</p> <p>Subject Leaders Teachers</p>	<p>Ongoing</p> <p>Summer 2026</p> <p>Termly Review</p> <p>Ongoing</p>	<p>Children where SEMH is a barrier are positive about school and their education</p> <p>Outdoor curriculum inspires children's active learning.</p> <p>Ensure that accessibility code fully addresses the needs of the children in our school.</p> <p>Excellence and enjoyment for all our children in all disciplines.</p>

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Improve and maintain access to the physical environment	<p>The environment is reasonably adapted to the needs of pupils and staff as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Provision of 'safe spaces' for our vulnerable children with SEMH</p> <p>Accessibility to outdoor learning spaces</p> <p>Corridor width and library desk accessible</p> <p>Disabled toilets and changing facilities maintained</p>	<p>Ongoing of furniture/ resources that support sensory regulation.</p> <p>Zoning of outdoor learning spaces – all risk assessed and accessible to wheelchairs.</p>	<p>SENDCO Caretaker HT/AHT</p>	<p>Ongoing</p>	<p>Children are able to regulate with access to safe spaces.</p> <p>Outdoor environment is accessible for play and curriculum activities.</p>

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Improving the delivery to pupils with disabilities of information which is readily available to pupils without disabilities. (For St Peter's we include parents)	<p>For primary school most information goes via parents</p> <p>Time is given to both pupils and parents to ensure information sharing and equality of opportunity eg pre-residential, transition support to new year group/school</p> <p>Website has translation button and uses Hants EMTAS support for EAL family support</p>	<p>The school will respond to any requests for alternative formats and make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need</p>	<p>The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communications in large print, contrasting colours or through augmentative communication technology.</p> <p>On-going development will continue to offer a wider range of documents to download from the website.</p>	Admin Team HT Teachers	Ongoing	<p>Continue to ensure our communication with parents and the school community is 'best practice'</p> <p>Continue to provide computer technology appropriate for pupils with disabilities.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body with the head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

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To be reviewed September 2028