



St Peter's

BUDLEIGH SALTERTON CHURCH OF ENGLAND PRIMARY SCHOOL

Accessibility Plan 2019

Created: November 2015

Ratified: February 2016 (Full Governors)

Reviewed: January 2019

Next Revision (3 years): January 2022

This Accessibility plan was drawn up by an Accessibility Working Party consisting of the Headteacher, Deputy Head, SENDCo, Premises Lead Governor, Health & Safety Lead Governor and after consultation with parents.

At St Peter's School we aim to provide a welcoming environment which values diversity, promotes equal opportunities and has an ethos of inclusion to enable everyone to live out the school motto '**Growing together in Mind, Body and Spirit**'.

We shall make reasonable adjustments as required under the Equalities Act (2010) for disabled people. Under the Equalities Act a disabled person is defined 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 such as HIV, Multiple Sclerosis and cancer are considered as disabilities, regardless of their effect. Long term is defined as 'lasting or likely to last for twelve months'.

St Peter's School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. Pupils individual DAF Plans, as deemed appropriate and completed jointly with parents and staff, will be implemented.

In order to comply with the relevant sections of the Equality Act (2010) and the Regulatory Reform (Fire Safety) Order (2005), St Peters School, after consultation with all involved parties, will undertake to write and issue a Personal Emergency Evacuation Plan (PEEP) per individual ensuring that all people, including disabled people, can leave the building safely in the event of a fire.

The accessibility Plan will contain relevant actions to:-

- To improve access to the physical environment.
- To improve access to the curriculum.
- To improve access to information.

The Accessibility plan should be read in conjunction with the following policies:

- Curriculum
- Health, Safety & Well-being
- SEND and Inclusion
- Behaviour Management (including anti-bullying)
- School Development Plan
- School Trips and off-site visits Policy
- Admissions Policy

Improving the Physical Access at St Peter's School

S / M / L	Item	Location	Actions	Timescale	Cost £	Staff i/c
Medium	Disabled toilet access.	Nursery/Reception areas.	Consider additional provision for wheelchair user. Existing provision available located beyond main hall and accessible to all.	Provision of local toilet to be considered and costed and re-considered in 2019, or earlier, if need arises.	Quote required	LB / SBM
Medium	Step by classroom entrance.	Y5 (Ash) and Y6 (Oak).	Construct ramp to ensure ease of access for wheelchair or relocate the class to a room with immediate access.	Reconsider at the Plan Review in 2019, or earlier, if the need arises.	£150 (est)	SBM / OF
Long	Car parking provision.	Road outside school.	Apply to EDDC for quote and provision of dedicated parking space.	Reconsider at the Plan Review in 2019, or earlier, if the need arises.	Quote required	SBM
Long	Improve room access.	Library (top of steep ramp).	Quotations to be obtained for button operation automatic opening door.	Reconsider existing use of these areas at the Plan Review in 2019, or earlier, if the need arises.	Quote required	VS
Long	Outward opening doors.	Throughout school e.g. FSU, corridors, Y2 (Chestnut), Y5 (Ash), Y6 Oak), R/Y1 (Cherry), Y1/2 (Willow) and Hall x 2.	No action.	Reconsider existing use of these areas at the Plan Review in 2019, or earlier, if the need arises.	N/A	N/A

Improving the Curriculum Access at St Peter's School

S / M / L	Improvement	Actions	Timescale	Cost £	Staff i/c
Short	Raise awareness of disabilities.	Provide positive images of those with disabilities through visitors, books and images for display and use throughout the school.	March 2016	N/A	ST Teachers
Short	Review the specific needs for pupils living with a disability or SEND.	Ensure teachers are aware of the relevant issues and can ensure that the pupil / group has equality of access.	Reviewed termly by SENDCo when she meets with teaching staff.	N/A	SENDCo
Short	Consider provision of additional support or training for pupils and/or parents where English is an additional Language.	Consider appointment of EAL Volunteer and ensure information about free English learning opportunities are made available to EAL parents.	Volunteer in place and training ongoing	Quote required as necessary	SENDCo/SB M

Short	Monitoring pupil progress.	Monitoring all vulnerable groups to ensure they are making at least expected progress.	Ongoing	N/A	SH
Medium	Review out of school provision to ensure equality of opportunity and especially pupils eligible for Pupil Premium funding.	All out of school activities, clubs and sport provision are planned and conducted to ensure the participation of the whole range of pupils.	Ongoing and regularly monitored by Headteacher, Key Stage Leaders & Pupil Premium Lead Governor.	N/A	SH LB/HJ-FSU VL-KS1 PSL-KS2
Medium	Awareness or equality and disability is kept to the forefront of strategic curriculum planning.	Monitored at meetings between Headteacher and SENDCo and between SENDCo and SEN Lead Governor. Governors updated via termly reports from SENDCo.	Ongoing	N/A	SENDCo
Long	Loop System.	Investigate loop system for main hall to assist those with hearing disabilities.	Reconsider existing use of this area at the Plan Review in 2019, or earlier, if the need arises.	N/A	SENDCo/SB M

Improving the Delivery of Written Information at St Peter's School

S / M / L	Improvement	Actions	Timescale	Cost £	Staff i/c
Short	Review documentation to ensure accessibility for those with visual impairment.	Review using coloured paper for documents and letters as appropriate and required.	Raised at staff meeting in Spring Term and then reviewed annually by SENDCo.	N/K	SENDCo
Short	Review all current school publications and promote availability in different formats.	Ensure website refers to documents being available in large print from the School Office.	January 2016	N/A	VL
Short	Ensure support and translations are made available for pupils and/or parents where English as an Additional Language (EAL).	Ensure provision is available on school website for 'Google Translate' and correspondence with parents is translated if appropriate.	Underway and ongoing as required.	N/A	SH- Google Translate on website Teachers in R/Year1/2 and Year 6
Short	Review all communication systems to ensure accessibility of information for all.	School newsletter. Use of text messaging & social media.	March 2016	N/K	SH
Medium	Consider ways of improving communication / access to documents for pupils and parents without internet access.	One of more of the following to be considered and implemented: Ensure hard copies of all internet-only documents are sent home. Consider provision at school (after hours) for parents/pupils to make sure of ICT equipment at school. Provide FOC loan access of tablets to pupils with homework/relevant documentation downloaded.	By September 2016	Possible purchase of additional tablet £350 (est)	SH/VL