

St Peter's Anglican Methodist Primary School



ACCESSIBILITY PLAN

Updated: November 2024
 Completed by Paul Smith EHT/SENCO

PHYSICAL ACCESS

Target	Action	Timescale	Outcome
To provide an accessible environment for all stakeholders with physical disabilities to all areas of the school.	Use Appendix 1 to review and audit physical access.	Once per year, February	
	Identify spaces which may need modifying then plan and budget for this.	Once per year, February	
	Update the Full Governing Body on progress and works carried out.	Once per year, March	

CURRICULUM ACCESS

Target	Strategy	Timescale	Outcome
To provide high quality learning experiences for children with specific learning needs.	Use Appendix 2 to review and audit curriculum access.	Once per year, February	
	SENCO to visit lessons to observe those children with SEND to identify whether strategies are being used	Twice per year, March and September	

To provide high quality adaptive teaching in order to meet the needs of all learners, ensuring appropriate challenge for all.	effectively.		
	SENCO to carry out learning walk to identify whether classrooms are conducive to learning for children with additional needs.	Once per term	
	SLT and HT to review quality of adaptations to learn, scaffolds and resources through termly book scrutiny in English and maths.	Once a term	
To provide equal opportunities for the 'wider curriculum' for children with SEND, e.g. clubs, school visits etc.	Monitor uptake of clubs for SEND and disadvantaged children. Carry out pupil conferencing to identify any additional club needs which would be accessible. Invite children who do not participate to join specific clubs or suggest modifications which are more suitable. Children with SEND will also have access for SEND specific activities outside of school.	Three times per year- when applicable.	

ACCESS TO INFORMATION

Target	Strategy	Timescale	Outcome
To provide information to parents and carers in a suitable way which meets their needs.	Use Appendix 3 to review and audit access to information. Include statement on the website / newsletter which informs parents how they can access information in	Once per year, February July	.

	different formats.		
Provide information to governors and all stake holders	Share the SEND Report annually	October	

Agreed at the Full Governing Body meeting on 11 November 2024

Review Date: November 2026

Appendix 1

Is St Peter's Anglican Methodist Primary School designed to meet the needs of all pupils? – Building

Questions:

QUESTION	YES	NO
<p>Do the size and the layout of areas – including all academic, sporting, play, hall and outdoor areas allow access for all pupils?</p> <p>Can pupils/staff that use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and shower?</p> <p>Are pathways around the school site and parking arrangements safe, routes logical and well signed?</p> <p>Are emergency and evacuations systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?</p> <p>Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy, including learning environment?</p> <p>Are all areas to which pupils have access to well lit?</p> <p>Are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?</p> <p>Is furniture and equipment selected, adjusted and located appropriately?</p>		

Appendix 2

How does St Peter's Anglican Methodist Primary School deliver the curriculum?

Question	Yes	No
<p>Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?</p> <p>Are your classrooms optimally organised for disabled pupils, for example furniture layout, acoustics, blinds, signage, and decorative colours?</p> <p>Do lessons provide opportunities for all pupils to achieve?</p> <p>Are lessons responsive to pupil diversity?</p> <p>Do lessons involve work to be done by individuals, pairs, groups and the whole class?</p> <p>Are all pupils encouraged to take part in music, drama and physical activities?</p> <p>Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?</p> <p>Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work?</p> <p>Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?</p> <p>Do you provide access to computer technology appropriate to pupils with disabilities?</p> <p>Are school visits, including overseas visits, made accessible to all pupils, irrespective of attainment or impairment?</p> <p>Are there high expectations of all pupils?</p>		

Do staff seek to remove barriers to learning and participation?		
---	--	--

Appendix 3

How does St Peter's Anglican Methodist Primary School deliver materials in other formats?

Question	Yes	No
<p>Do you provide information in simple language, symbols, large print, coloured paper, acetates, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?</p> <p>Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, for example by reading aloud-overhead projections and describing diagrams?</p> <p>Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?</p>		