



Accessibility Plan 2026 - 2029

Approval by	Local Governing Committee
Date approved	28 th February 2026
Review frequency	3 Years

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 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 aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Peter's Church of England Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

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 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Local Authority, and consultations with 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept 24 onwards	To identify pupils who may need additional to or different from provision for Sept 24 Intake onwards	Ongoing	HT EYFS Teacher SENDCO	Procedures/equipment/ideas set in place by Sept 2024
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders Registrar	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs eg. Children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel	Ongoing	HT LSA's Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all staff and children.	Outside Play visits; Employment of specialist advisory teachers, CPD for staff and:- <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered • A range of support staff • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from OT 	Ongoing	Teachers SENCO Ed Psych	Advice taken and strategies evident in classroom practice

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEND pupils	SENCO/Class Teacher meetings/Pupil progress	Termly	Class Teachers SENCO	Progress made toward IEP targets Provision mapping shows clear steps and progress made
	To monitor attainment of all pupils inclusively	Assurance Meeting	Ongoing Annually	Assessment Lead Class Teachers	All pupils making proportionate progress Achieving above average results
	To promote the involvement of disabled students in classroom discussions/activities To take account of a variety of learning styles when teaching	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys to aid disabled users in using a keyboard • Elklan training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people 	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms Ensuring that the needs of all disabled pupils, parents and staff are represented within the school
LONG TERM	To evaluate and review the above short and medium term targets annually	See above	Annually	SLT Core curriculum co-ordinators Governors	All children making good progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, and more accessible facilities and fittings	Ongoing	SLT	Enabling needs to be met where possible
	Ensuring a visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
	Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of support plan progress • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in school and at meetings etc • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met at all events 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	With immediate effect, to be constantly reviewed	HT SENDCo Business Manager Occupational Health	

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking space for disabled drop off & collection of children • Arrange for staff qualified in sign language to communicate with hearing impaired parents if appropriate • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect, to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
MEDIUM TERM	To improve community links	School to continue to have strong links with St Peter's Church, other schools within the Family of Schools and Leicestershire Authority	Ongoing	SLT All staff	Improved awareness of disabilities, the wider community, the world and their needs. Improved community cohesion
LONG TERM	Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas
	To ensure driveway, roads and paths around school are as safe as possible	<p>Communication with parents via safety messages / newsletters / walk to school week</p> <p>Bikeability for Year 6 children</p>	Ongoing	Embrace Estates Manager SLT	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with hearing impairment	Regular communication with parents Staff made available for parents' evenings and annual reviews who are qualified in sign language if appropriate	Ongoing	Class Teacher SLT	Two way communication in place
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children	Ongoing	All staff to be aware	ASD children able to access curriculum
	To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties • Raising awareness of font size and page layouts will support pupils with visual impairments • Auditing the school library to ensure the availability of large font and easy read texts will improve access • Auditing signage around school to ensure that it is accessible to all is a valuable exercise 			

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children <ul style="list-style-type: none"> • Records passed up to each class teacher • End of year class teacher meetings • Annual reviews • IEP Meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom notice board and in the First Aid room 	Annually	Class Teachers Outside agencies SLT Office staff	Each Teacher / staff member aware of disabilities of children in their classes
LONG TERM	In school record system to be reviewed and improved where necessary (Records on SIMS / Network protected)	<ul style="list-style-type: none"> • Record keeping system to be reviewed 	Continual review and improvement	Assessment Co-ordinator / SLT	Effective communication of information about disabilities throughout the school

4. Monitoring Arrangements

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

5. Access Audit

The school is a single storey building with corridors and several access points from outside. Both KS1 and KS2 areas are easily accessed from the outside. The hall is accessible to all. The main entrance to the Year 6 mobile accessible via steps, but the secondary access is fully accessible.

On-site car parking for staff and visitors include one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure split-level lobby fitted with a lift which can accommodate a large wheelchair. This is maintained on a regular basis through a service agreement with Midland Lift Services Ltd. School staff are trained in the operation of the lift when relevant. Training is reviewed annually. The reception has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are accessible toilet facilities available just beyond reception within the school. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

6. Links with other policies

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

- Behaviour policy
- Health and safety policy
- Equality Objectives statement for publication
- Special educational needs and Disability (SEND) policy
- Supporting pupils with medical conditions policy
- School Improvement Plan