



# ST PETER'S CATHOLIC PRIMARY SCHOOL

**"Live and learn as friends of Jesus"**

## **ACCESSIBILITY POLICY**

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# School Mission Statement

Live and learn as friends of Jesus

## Aims:

We aim to:-

Live together in our school family where everyone cares for each other.

Learn together in a happy, safe school where everyone tries their best and we celebrate each other's achievements.

As friends of Jesus say sorry, support and forgive each other. We help those in need and respect other people's beliefs and cultures.

## Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

## Key Objective

For pupils, and prospective pupils, with a disability

To reduce and eliminate barriers to access the curriculum

To enable full participation in the school community

## Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Activity**

### **a) Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **b) Physical environment**

The school will take account of the needs of pupils 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, acoustic treatment, and more accessible facilities and fittings.

### **c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **Action Plan**

See attached (Appendix 1)

## **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- Building and site development plan
- SEN policy
- Equal Opportunities Policy
- Inclusion Policy
- Curriculum Policies

Policy date: June 2014

Reviewed date: November 2017

Review date: November 2020

## Appendix 1: Accessibility Plan

### Increasing curriculum access:

- Review of the school curriculum
- Monitor and review school visits
- Monitor and review extra curricular activities and modify where needed

Objectives	Action	Time	Pers Resp	Success Criteria	Review of Progress	Resources
To ensure that all children are able to participate in the school's curriculum	Review medium term planning and make any adaptations necessary	Termly from Jan. 18	Subj leaders	All pupils have equal access to all curriculum areas	Termly planning monitoring meetings	Termly staff meetings Advice from professionals where applicable
To ensure all children are able to reach their potential through the use of personal learning programmes which increase access to the full curriculum	To implement personalised programmes where applicable including use of ICT, speech and language programmes, reading programmes etc	Ongoing	All teachers SENC o	100% of pupils are making the same level of progress from their starting points	SSP reviews show achievement of targets	Specialised equipment where appropriate  LSA time planned for small group and individual programmes  Advice from professionals
To create a greater awareness of disability and increase expectations of pupils with a disability	Ensure all staff have training in specific disabilities	Ongoing and as necessary	SENC o	All staff have a greater awareness of disabled children in our school and recognise that they can succeed	HT report to Govs includes training programme	LA CPD, training from other professionals, where applicable  Staff meeting time for curriculum review
To create a greater awareness of disability for pupils	Create opportunities for children to learn about disability in	Ongoing	Subject leaders	Children have a positive attitude to people with disability		

To ensure all pupils have access to extra-curricular clubs/activities	<p>long term plans. Ensure resources used by pupils include people with disabilities</p> <p>Review of current clubs – proposals for new opportunities. Organisation of new clubs.</p>	Autumn term 2017	SLT/ PE subject leader	All pupils with SEN and/or a disability regularly participate in an extra-curricular club	Termly	
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- To ensure that any disabled pupils including SEND in our school are reaching their potential in all areas

Objectives	Action	Time	Pers Resp	Success Criteria	Review of Progress	Resources
Monitor the progress of disabled children termly as part of the schools tracking system	Identify pupils with some form of disability track progress	ongoing	Class teacher	Any necessary adaptations are made to ensure children with a disability can reach their potential	Termly	As required