

# Disability and Accessibility Plan



*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*

<b>Committee responsible:</b>	FGB
<b>Date approved:</b>	Spring 2026
<b>Review period:</b>	Annual
<b>Next review date:</b>	Spring 2027

**“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29:11**

St Peter’s CofE Infant School has a strong commitment to the local community.

This Disability and Accessibility Plan gives us an opportunity to extend our ability to accommodate children and parents with disabilities and special needs.

Some of the desired improvements can only be accommodated with significant funding. Thus, some of the measures are likely only to be implemented if an application is received from a disabled person whose needs cannot be met through existing provisions. The plan will however enable prioritisation to be reached in the allocation of limited resources.

### **IMPLEMENTATION**

Timescales are specified in the Plan. Timescales and costs are subject to annual review in the light of budgetary constraints and limitations of time due to other initiative demands. More research may be necessary in certain key areas.

### **CONTEXT**

St Peter’s School is made up of the original Victorian building with a newer block linked via a visitor’s area (including disabled toilet) and corridor (suitable for wheelchair access) leading to the main hall, classrooms, and a library space. The newer parts of the building were designed with disabled toilets and access via a ramp. Currently there is no direct disabled access to the field area from the back of the school. This is not an ideal situation as it means going around the building to access the field behind.

Date adopted: \_\_\_\_\_

Monitored by: \_\_\_\_\_

Business Manager Dates of monitoring discussions with Headteacher: \_\_\_\_\_

Plan checked by: \_\_\_\_\_

Headteacher Dates of review with Health and Safety Committee: \_\_\_\_\_

IMPROVING ACCESS TO THE CURRICULUM					
TARGET	ACTION	RESPONSIBLE	RESOURCES	TIMEFRAME	OUTCOMES
Improve the quality of teaching and learning for disabled students.	Timetabling before the start of the academic year to take account of the need for wheelchair users to have accessible classrooms with appropriate desks and seating.	Headteacher SENDCo	CPD as appropriate. OT agency support	Annually	Wheelchair users to be timetabled in all classrooms for all lessons to ensure access to the full curriculum.
	Ensure examination concessions and special requirements are in place for all disabled students	Headteacher SENDCo		As required	All disabled students complete the examination process whatever their special requirements e.g. reader or scribe
	Ensure that all disabled students have access to all educational visits and trips organised by all curriculum areas, unless determined and supported by previous concerns	All staff leading trips to complete Relevant risk assessment over seen by EVO. EVOLVE/ SENDCO	Appropriate risk assessment.	On-going	Trips all accessible to disabled students where reasonably possible.
	Audit students' disabilities who will be transferring to or from the School.	SENDCO liaises with Primary schools/Pre-School or nursery settings		After Admissions have been confirmed for the next academic year.	Disabled students identified prior to starting at the school or moving to junior school and their needs/transition planned for.

<p>To take steps to ensure that, as needs arise, reasonable and appropriate technology is made available to students with a disability, along with appropriate curriculum materials, auxiliary aids and services.</p>	<p>Every term the SENDCo will review pupils who have a disability to identify how significant disadvantage can be avoided by utilising technology, auxiliary aids and services as appropriate.</p>	<p>SENDCo IT technician OT/other agency support as appropriate.</p>	<p>As identified</p>	<p>Ongoing</p>	<p>Wherever reasonable, students with a disability have equal access to technology and are provided with curriculum materials, auxiliary aids or services to avoid or reduce significant disadvantage caused by their disability.</p>
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**IMPROVING ACCESS TO INFORMATION**

TARGET	ACTION	RESOURCES	RESPONSIBLE	TIMEFRAME	OUTCOMES
<p>To provide information in large print or Braille for pupils/carers who may have difficulties with standard forms of printed information.</p> <p>Provide signs in large print or tactile signs to make it possible for blind/partially sighted people to find their way to different parts of the school.</p>	<p>If there is a recognised need:</p> <ul style="list-style-type: none"> <li>• Create large print format prospectus (A4 size)</li> <li>• Use coloured overlays</li> <li>• Use latest computer technology to communicate.</li> </ul> <p>If required, research what signs are essential and provide them.</p> <p>Ensure all test materials and practice papers are ordered within government timeframes from DfE.</p>	<p>Cost of photocopying</p> <p>Software</p> <p>Signs</p> <p>Appropriate test papers</p>	<p>Admin staff</p> <p>HT/admin staff</p> <p>HT/admin staff</p> <p>HT</p>	<p>When required.</p> <p>When required.</p> <p>When required.</p> <p>When required.</p>	<p>Large print format prospectus available.</p> <p>Information to visually impaired adults and children is in a variety of formats.</p> <p>Fair and equal access to materials to succeed at start or end of year optional tests/assessments.</p>

**IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT**

TARGET	ACTION	RESOURCE	RESPON	TIMEFRAME	OUTCOMES
<p>To improve, where reasonable and appropriate, accessibility to school buildings, classrooms, toilets and washing facilities for pupils/carers with disabilities.</p>	<p>HT/SENDCo to undertake review of premises from perspective of a pupil's/carer's impairment or disability to plan for changes to prevent disadvantage i.e. in the case of pupil/carer being a wheelchair user, wheel person around school and consider changes that need to be made. To consult with appropriate agencies as required.</p>	<p>As identified.</p> <p>Advice from outside specialist eg Occupational Therapy service, Physical and Sensory Service.</p> <p>Individual risk assessment drawn up as appropriate.</p>	<p>HT/SENDCo/SBM</p>	<p>As needs arise when pupil/carer with a disability requires regular access within the school environment</p>	<p>All areas of school accessible to pupil/carers who have a disability.</p>
<p>To improve, where reasonable and appropriate, accessibility to school grounds.</p>	<p>HT/SENDCo to undertake review of premises from perspective of a pupil's/carer's impairment or disability to plan for changes to prevent disadvantage i.e. in the case of pupil/carer being a wheelchair user, wheel person around school and consider changes that need to be made.</p> <p>Ensure areas are secure if pupil is able to access outside gates and is considered to be a flight risk (ie: swing area towards carpark)</p>	<p>As identified.</p> <p>Advice from outside specialists ie: Linden Bridge or other similar agency. PEEP</p> <p>Individual risk assessment drawn up as appropriate.</p>	<p>HT/SENDCo/SBM</p>	<p>As needs arise when pupil/carer with a disability requires regular access within the outside environment</p>	<p>All areas of school are accessible to pupil/carers who have a disability, but areas are secure to prevent a flight risk.</p>

<p>To establish a plan for safe evacuation of pupils/carers with disabilities in the event of an emergency.</p>	<p>HT/SENDCo to identify pupils or other adults whose disability gives them a disadvantage in an emergency situation. SENDCo to draw up Personal Emergency Evacuation Plans for identified pupils/adults which details procedures to meet the needs of the student SENDCo to ensure that all staff are aware of PEEPs and procedures in place for identified pupils/carers. SENDCo to review PEEPs 6 monthly (or as appropriate).</p>	<p>As identified in PEEP</p>	<p>HT/ SENDCo</p>	<p>As needs arise, i.e. on entry, although preferably, prior to pupil/carer starting at St Peter's.</p>	<p>Adults/pupils with mobility/visual or other impairment can be evacuated from the school quickly and safely in the event of an emergency.</p>
<p>To improve, where reasonable and appropriate, signage and lighting.</p>	<p>Premises Maintenance Plan to include improvements to lighting and signage to assist visually impaired students.</p>	<p>As appropriate.</p>	<p>SENDCo Business Manager</p>	<p>As needs arise, i.e. on entry, although preferably, prior to pupil/carer starting at St Peter's.</p>	<p>All areas of the School to have appropriate lighting and signage.</p>

**IMMEDIATE ISSUES/CURRENT WORK.**  
**EXAMPLES TO CONSIDER.**

TARGET	ACTION	RESOURCE	RESPONSIBLE	TIMEFRAME	OUTCOMES
For example: Improvement works to building	During current works to the external brickwork, to provide safe access/egress routes and signage to warn pupils/visitors of any dangers and redirections.	As identified from actions.	Business Manager Headteacher		Works are carried out as quickly and safely as possible and with minimal impact on learning. Safety provisions lead to safe movement of students and staff.
	Affected areas of the school to be clearly and securely fenced off and restricted, with warning signs. Provide briefings to staff and pupils/parents and appropriate signage re safe alternative routes.	As identified from actions.	Business Manager Headteacher		Works are carried out as quickly and safely as possible and with minimal impact on learning. Safety provisions lead to safe movement for all stakeholders around the school environment.
	Site meetings to ensure all Risk assessments are written and undertaken for all affected areas. le: accessibility. Working at height etc. List is not exhaustive.		Business Manager Headteacher liaising with company.		Works are carried out as quickly and safely as possible and with minimal impact on learning. Safety provisions lead to safe movement for all stakeholders around the school environment.