

## St Peter's Anglican Methodist Primary School



### ACCESSIBILITY PLAN

Updated: November 2022  
 Completed by Sarah McKenzie (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	<b>The school is easily accessible for all pupils and staf.</b> <b>Areas of the school have been decluttered and areas adapted to meet the needs of the pupils as appropriate such as Cwtchy Corner and table for EHCP child,</b>
	Identify spaces which may need modifying then plan and budget for this.	Once per year, February	
	Declutter all areas of the school to provide accessibility.	Ongoing	
	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	<b>All staff are now following the agreed pedagogy and adaptive teaching is in place to enable adults</b>

<p>To provide high quality differentiation in order to meet the needs of all learners, ensuring appropriate challenge for all.</p> <p>To provide equal opportunities for the 'wider curriculum' for children with SEND, e.g. clubs, school visits etc.</p>	<p>SENCO to observe dyslexic and dyscalculic children to identify whether strategies are being used effectively.</p> <p>SENCO to carry out learning walk to identify whether classrooms are conducive to learning for children with additional needs.</p> <p>SLT and HT to review quality of differentiation through termly book scrutiny in English and maths.</p> <p>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.</p>	<p>Twice per year, March and September</p> <p>Once per term</p> <p>Once a term</p> <p>Three times per year- when applicable.</p>	<p><b>to best meet the needs of the pupils. There are specific strategies which have been implemented and monitored to ensure all learning is accessible for pupils. Monitoring shows that pupils' needs are being met within the classroom through QFT as well as flexible groupings and the interventions applicable. Scrutiny of work shows that there are adaptive tasks to meet the needs of the pupils as and where appropriate. SEND pupils are regularly attending clubs and needs are identified to providers and leaders of these.</b></p>
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#### 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.	Once per year, February	Parents evenings held twice per year and the meetings for those pupils with support plans more often.

	Include statement on the website / newsletter which informs parents how they can access information in different formats.	July	
Provide information to governors and all stake holders	Share the SEND Report annually	October	SEND report is updated annually.

Agreed at the Full Governing Body meeting on 14 November 2022

Signed:..... Chair of Governors

Review Date: November 2024

Appendix 1

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

Questions:

QUESTION	YES	NO
Do the size and the layout of areas – including all academic, sporting, play, hall and outdoor areas allow access for all pupils?	Y	
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?	Y	
Are pathways around the school site and parking arrangements safe, routes logical and well signed?	Y	
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?	Y	
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?		N
Are all areas to which pupils have access to well lit?	Y	
Are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	Y	
Is furniture and equipment selected, adjusted and located appropriately?	Y	

Appendix 2

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

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y	
Are your classrooms optimally organised for disabled pupils, for example furniture layout, acoustics, blinds, signage, and decorative colours?	Y	
Do lessons provide opportunities for all pupils to achieve?	Y	
Are lessons responsive to pupil diversity?	Y	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y	
Are all pupils encouraged to take part in music, drama and physical activities?	Y	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?	Y	
Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work?	Y	
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?	Y	
Do you provide access to computer technology appropriate to pupils with disabilities?	Y	
Are school visits, including overseas visits, made accessible to all pupils, irrespective of attainment or impairment?	Y	
Are there high expectations of all pupils?	Y	

Do staff seek to remove barriers to learning and participation?	Y	
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Appendix 3

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

Question	Yes	No
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?	N/A	
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?	Y	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Y	