

Belgrave St. Peter's Church of England

Accessibility Plan 2023-2026



Manager: Courtney Ouriach

Policy Review Date: September 2025 (Information to be updated annually)

Signed: Currently in Draft Form

This policy is to be used in conjunction with all other policies at Belgrave St. Peter's C of E Primary School

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The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act 1995 –

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Committee of Belgrave St. Peter's C of E Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act 1995:-

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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The purpose and direction of the school's Accessibility Plan:

Vision and Values

At Belgrave St. Peter's we understand the principles of the Disability Discrimination Act 1995 and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunity. At Three Trees we want all our children to leave school with the skills and knowledge they will need to succeed in life with confidence in their abilities and the humility and compassion to be a valued member of society.

Our Ethos

At Belgrave St. Peter's our ethos is to inspire each other to be the best we can be, making a positive contribution to school and the wider community.

We aim, through our broad and balanced curriculum, to develop a strong sense of purpose in learning and PERSEVERANCE to help them now and in the future. We believe in creating lasting memories for our pupils that allows them to experience the value of JOY, CREATIVITY and individuality. We encourage all pupils to discover their own interests and confidence through asking questions and developing their full potential. We explore our understanding of the world and make sure that everyone sees the links between what we do in school and how it impacts the wider world. Through our RESPECT for each other we enable the children to develop their COURAGE to do what is right.

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Information from Pupil Data:

Belgrave St. Peter's CofE Primary School is a one form entry school which means that

Belgrave St. Peter's CofE Primary School is a Church of England School with close links to the Diocese of Leicester and Belgrave St. Peter's Church in our local area. We are a one form entry school which means that we can admit up to 16 pupils to our Foundation Stage 1 class and 30 pupils to our Foundation Stage 2 class each year. We can admit up to 30 pupils to each year group from Year 1 to Year 6. At present there are 190 pupils in the school.

Upon enrolment and then every September, parents are requested to let us know of any specific challenges and circumstances relevant to their child. From this information we have identified that as of September 2023 we have the following pupils receiving extra support to help access learning within our schools:

- Physical or Mobility Difficulties 2
- Hearing Impairment 2
- Visual Impairment 2
- PAN - Autistic Spectrum Disorder 3
- PAN – Emotional and Social 17
- Medical 44

In order to ensure that our data remains up to date and accurate we will:

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- Liaise with the Local Authority admissions team to ensure we identify and plan a response to pupils with disability before they arrive
- Ensure information on pupils with disability is communicated appropriately throughout the school so that all adults are aware of how to support these children.
- Aim to identify parents who may themselves have a disability and ensure we offer appropriate access for them and make reasonable adjustments in order for them to access the school as appropriate.
- Use information from the previous setting prior to a pupil transferring to our schools, taking into account possible barriers to learning.
- Appropriately plan each pupils' learning journey with Individual Education Plans and monitor progress against targets set within these.
- All teachers have regular IEP review meetings with the SENCo and after each of these meetings IEPs are shared with parents.

Views of those consulted during the development and implementation of this plan:

- We regularly offer opportunities for parents to share their views. This plan is publicly available on our school website.
- Our SENCo talks to parents/carers and agencies regarding the care and progress of pupils within our school.
- Where appropriate we seek guidance from the Local Authority and outside agencies.

The main priorities of the plan:

Increasing the extent to which disabled pupils can participate in the school curriculum.

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- Disabled pupils will be encouraged to take part in the full curriculum. Reasonable adjustments will be made where appropriate and pupils will be regularly supported by Teaching Assistants.
- The SENCo regularly will reviews each pupil and will work towards appropriate methods of support. Outside partner agencies and services will be consulted.
- With the support of the SENCo teachers and support staff will provide resources that are suitable for all children, for example electronic devices and programmes, sports equipment, coloured paper, overlays and desk ramps.
- The SENCo will provide advice on how best to help children with disabilities, for example children with hearing problems will sit in certain parts of the classroom.

Improving the physical environment of the school to increase the extent to which pupils and their families can access Woodville.

- Although parts of the original building are not easily accessible for wheelchairs and those with limited mobility; for example steps into classrooms, stairs to the basement and upstairs offices, every effort will be made for full inclusion within the school for pupils and parents with disabilities; for example staff will meet parents in an accessible room on the ground floor.
- Resources will be loaned or purchased as appropriate to allow for inclusion and easier access; for example toilet steps, lever taps, adapted equipment.
- Outdoor learning spaces will be planned and resourced to ensure inclusion and accessibility for all pupils. Where appropriate adaptations will be made to allow all pupils to engage in the learning experience provided.
- Recent buildings and site development are suitable for wheelchair users and accessibility is good into the main reception area.
- All future building work will be commissioned through the Local Authority to ensure that all regulations are followed. The governors and leadership team will ensure that all future building work is built following consideration of disabled access and provision.

Management, co-ordination and implementation of the plan:

- The schools Accessibility Plan will be monitored by the Governing Board and Link Governors for SEND, Health & Safety and Safeguarding.
- The Accessibility Plan is publicly available on the school's website and as a hard copy by request from the school office.

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IMPROVING ACCESS TO THE CURRICULUM					
TARGET	Strategies	WHO	WHEN	RESOURCES	SUCCESS CRITERIA
To ensure appropriate liaison with outside agencies	Outside agencies e.g. Health, SSEN, CAMHS are used to support pupils' access to the curriculum.	SENCO Teachers Teaching assistants	Ongoing	Staff have time to liaise effectively.	Pupils receive appropriate support and receive improved access to the curriculum.
For effective pupil groupings to improve access to curriculum for all.	Pupils are taught in mixed ability groups.	SENCO / Teachers to produce TA time table.	Ongoing	General hours for TAs to supplement SEN (LA funded) hours – school budget. Use of TAPs funding for short term issues.	Pupils receive an appropriate level of support to enable them to access the curriculum.
For intervention groups to support children having difficulties accessing the curriculum.	Teaching Assistants are to work with groups of identified children either in class or in mixed intervention groups.	SENCO / and Associate Head and HT	ongoing	General hours for TAs to supplement SEN (LA funded) hours – school budget.	Pupils receive additional support, to enable them to access the remainder of the curriculum more effectively.
For 2 banks of laptops / ipads to support access to curriculum	Computing is taught in classrooms, by class teachers	Computing Lead	Ongoing	Laptops need to be replaced if they come beyond repair ICT technician to ensure that laptops work effectively and efficiently	All children are easily able to access computers, iPads and ICT teaching.

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IMPROVING THE PHYSICAL ENVIRONMENT					
TARGET	ACTION	WHO	WHEN	RESOURCES	SUCCESS CRITERIA
For the new playground areas to be improved and accessed by all	Ex HT is to work with property services and playground development companies to ensure that the new area is enjoyed by all.	HT, school council and property services.	Ongoing	Funded through Devolved Capital Funding and fund raising	All children are able to access new play area via a sloping access, rather than steps.
To remove leaves and snow when appropriate	Leaves and snow are swiftly removed from paths and playgrounds to minimize hazards for staff and pupils.	Site manager	When appropriate	Possible purchase of additional equipment if required.	Staff and pupils are able to move safely around the school.
For hearing impaired children to hear the class teacher more successfully	All classrooms built since 2010 have suitable audio and microphone equipment installed	Property services and HT	Ongoing	Funded by s.106 and Local Authority monies and Devolved formulae capital money where appropriate	Hearing impaired children to have as many lessons as possible in the classrooms with the appropriate audio equipment.

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IMPROVING THE DELIVERY OF WRITTEN INFORMATION					
TARGET	ACTION	WHO	WHEN	RESOURCES	SUCCESS CRITERIA
For children to have messages displayed in a picture or written format as appropriate	Use of a displayed pictorial timetable for children with Autistic Spectrum Disorder.	Teachers	Ongoing	Materials to create timetable. Preparation time for staff.	Autistic children are able to access learning more readily.
Regular use of laptop within a class setting.	Pupils who may benefit from word processing work are provided with appropriate hardware and software.	Teaching assistants. SENCO Teachers	As required	Training for staff and pupils in use of suitable software.	Disabled pupils are better able to produce quality work within a classroom setting.
For the signs around school to be clear and appropriate	An audit to be made of signage in school to assess its user friendliness for people with disabilities.	HT AsHT	ongoing	Leadership group / governors subcommittee to audit provision and make recommendations.	School management are aware of any deficiencies in school signage for people with disabilities.
Delivery of information	Providing information in simple language, symbols, large print, audio tape, Braille etc for pupils who have difficulty with standard printed information.	SENCO Support services SEN Teaching assistants	As required	Braille, audio tapes, software resources as required.	Pupils with disabilities have improved access to information and the curriculum.
For the schools web site to improve access to information for all parents	The headteacher, ICT coordinator to ensure that the website and any other learning platforms provide clear information that can be accessed by as many pupils as possible.	HT, AsHT HoS and IT support	ongoing	CPD time for all staff.	Children, parents and teachers have access to a learning platform. All stake holders have access to a web site.

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