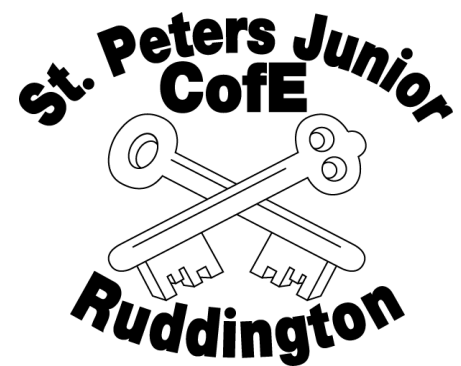




Accessibility Plan

2024-2027

Last Reviewed:	January 2025
Review Frequency:	Every 3 Years
Due for Review:	Full review Jan 2027

A Place for all to Flourish

St Peter's is committed to providing a fully accessible environment which values and includes all pupils, prospective pupils, staff, parents, governors and visitors, and in which everybody is treated with equal respect. We will strive to promote positive attitudes towards disability and difference and to develop a culture of awareness, tolerance and inclusion.

Purpose of the Accessibility Plan

The purpose of this plan is to show how St Peter's Junior School intends, over time, to increase the accessibility of our school for disabled pupils.

What the plan will include

The accessibility plan will contain relevant actions to:

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improve the delivery of **written information** to pupils, parents, staff and visitors with disabilities. Examples might include hand-outs, timetables, text books and information about the school and school events.

Target Area	Activity / Strategy	Timescale	Resources	Monitoring	Review
Physical environment					Jan 24 review: Following governor review of previous plan and consultation with school staff, no projects to further improve access to physical environment were identified. School to remain alert and responsive to particular circumstances as needs arise. Jan 2025 review: No new projects identified
Curriculum	Review and develop the Citizenship curriculum as part of the PSHE programme. Incorporate teaching and learning about: democracy, cultural diversity, human rights, social action and sustainability in order to ensure pupils with additional needs are as equally prepared for life.	Implement 2024-2025	None	Head Teacher	Dec 2024 review: Citizenship curriculum has been planned and resourced, so teaching of the curriculum area is now underway. Coverage includes: Cultural Diversity and human rights – inclusive of challenging stereotypes and consequences of inequality (Autumn term) Becoming an active citizen and democracy – inclusive of an understanding of laws and the history of democracy and parliament (Spring term) Social action and global sustainability – inclusive of philanthropy and climate action (summer term)
Curriculum	Embed effective scaffolding across the curriculum to support learners with SEN in independently accessing their learning.	2024 & ongoing	None	SENCO	Dec 2024 review: Progress is being made; vocabulary bookmarks are commonplace across year groups in all curriculum areas. Adaptations for groups or individuals are evidenced across the curriculum (as seen in a staff meeting book look 6.11.24) Modelling of misconceptions in Maths is being introduced and trialled (Spring/summer 2025)
Curriculum	Empower all pupils through the development of our Community Groups: Change Makers, Diversity Defenders, Mental Health Champions and Green Team to influence developments and promote opportunities and activities across school.	2024 & ongoing	None	SP&P committee	Dec 2024 review - Development well underway. 250 children have a leadership role. Many children as a result have lead on assemblies and events (with further ones planned) to further benefit and promote the school.

Curriculum	Offering a variety of nurture opportunities to children, recognising that our pupils learn most successfully when they are socially and emotionally healthy.	2024 & ongoing	Continued investment in forest school	SEN Governor	Dec 2024 review: Nurture provision continues to be offered. We have 2 trained ELSAs, a Level 3 forest school practitioners, a Boxall trained TA delivering group nurture and plans for a further TA to train in Drawing for Talking therapy as a way to meet the needs of children follow the departure of our art therapist.
Curriculum	SENCo to undertake Senior Mental Health Lead training. Use the training to influence practice in school for colleagues and pupils so curriculum is reflective of wellbeing.	2023-24	None	Head Teacher	Completed in Autumn 24
Written Information	Update Parents' information leaflet for SEND, and also create a more child-friendly version ensuring it is informative and clear	2024	None	SEN Governor	Dec 2024 review: Underway and alongside this a termly SEN newsletter that is sent out to all parents as part of the INFORM newsletter.
Written Information	Provide a programme of workshops for parents, specifically those who have a pupil with an additional need to ensure they are supported and well informed.	2024 and ongoing	None	SENCo	Dec 2024 review: The HLTA/ELSA has established a parent support group and within that, there has been involvement from other professionals. Introduction of a half termly SEN newsletter that is sent out to parents.
Written Information	Review the SEN Policy and Information Report and supplement with visuals for sections to increase accessibility for any adults who may require it.	2025-2026	None	Governing Body	

Summary of main improvements to access we have made over time to the physical environment:

- *Lift to upper floor – pre 2010*
- *Ramps and handrails to all external entrances and exits*
- *DDA door handles fitted to internal and external doors*
- *Classroom doors widened to accommodate wheelchair users*
- *Hygiene suite and toilet installed on first floor*
- *Office relocated- improved safety, security and access*
- *Main corridor doors fitted with electronic door openers integrated into fire alarm system*
- *Refurbishment of downstairs toilet and cloakroom area – improved access and updated facilities*
- *The Den - Nurture Room created and equipped*
- *Improvements to pathway to main entrance – bollard lighting installed, and paving slabs levelled*
- *Car Park and driveway improved – resurfacing; new barrier fencing between road and paths- pedestrians separate from vehicular traffic; disabled spaces; two passing places created - safer access for all*
- *New fencing and gates around playground areas to secure children attending Casper's and safer for children with SEN*

Summary of main improvements to access we have made over time to the curriculum

- *Staff continuing CPD to enhance knowledge and skills*
- *Personalised curriculum for pupils with complex needs*
- *Access to a large range of wider opportunities through extra-curricular activities, which are accessible to all*
- *Individual risk assessments for pupils with SEND, to ensure needs are met during visits and residential experience*
- *Two TAs trained as ELSAs (Emotional Literacy Support Assistant)*
- *Sensory circuits for pupils with additional needs or in need of additional emotional health support*
- *Annual Mental Health and Wellbeing Week introduced to promote to children and parents the importance of pupils' emotion wellbeing*

Summary of main improvements to access we have made over time to written information:

- *Texting system to ensure relevant, timely information is shared*
- *Exercise books with coloured pages and coloured overlays for use by pupils who show signs of dyslexia and have a strong colour preference*
- *Staff use of multi-modal approach to support all pupils in accessing information- Diagrams, images, writing frames, drama, paired work.*
- *Pupil Passports setting out the amount, nature and purpose of the support received for pupils in receipt of AFN or HLN funding, to enable parents and carers to have a clear understanding of their child's provision*
- *Assessment tools – B Squared to enable accurate assessment and target setting for SEN pupils*
- *Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.*
- *Library of picture and information books created linked to SEND to support pupils and parents in understanding and talking about different needs*