



SS Peter & Paul Catholic Primary School



Policy on Accessibility

Policy Written & Agreed:

Ratified by Full Governing Body:

To be reviewed:

September 2025

September 2027



SS Peter & Paul

Whole School Policy on Accessibility

This Accessibility policy:-

- is based on guidance in the Equality Act – 2010
- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Head Teacher, Senior Leadership Team and SENCo.

At SS Peter & Paul Catholic Primary School we take a professional and pro-active approach to Accessibility and we are committed to keeping our children safe both in and out of School, ensuring they have equal access to our school curriculum regardless of any special educational need or disability. As a Catholic school we regard every individual as unique and special in God's family.

1.0 INTRODUCTION

This plan outlines the proposals of the governing body of SS Peter & Paul to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Head Teacher and other relevant members of staff including the SENCo
- Governors
- External partners

Planning Duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Priority	Strategy / Action	Lead	Time	Success criteria	Review
To continue to train staff to enable them to meet the needs of children with a range of SEND	Audit of staff training requirements. Audit of curriculum Information for teachers on differentiating and personalising the curriculum for pupils with additional needs. Continual CPD delivered by external providers and agencies	Head Teacher/ SLT /SENCO / all teaching staff	Autumn term 2025	Increased access to the curriculum. Needs of all learners are met within reasonable adjustments. Lesson observations demonstrate that all children make progress within lessons.	Ongoing
Refresh Training for teachers on Ordinarily Available Guidance	Staff Meeting and hand out on OAG.	SENCo	Autumn Term 2025	Clear Expectations Consistent approach	Ongoing
Appropriate use of specialist equipment to benefit individual pupils and staff	Reasonable adjustments in the classroom checklist to be shared with staff in a staff meeting. Activities are planned and adjusted accordingly. Commit to provide appropriate ICT resources to meet pupil needs – Ipads, reading pens etc.	SENCO	Autumn term 2025	Increased access to the curriculum. Needs of all learners are met. Provision assessed, monitored and adjusted regularly to ensure needs of all children are met.	Ongoing
Parental and pupil feedback.	Questionnaires / consultation with parents of pupils with SEND	SENCO	Ongoing	Feedback used to inform future priorities and school improvement.	Summer 2026
Review TA deployment and interventions run to support individual pupils.	TA deployment based on needs of individual pupils including those with EHCP targets.	SENCo	Autumn 2025	Needs of all learners met Increased access to the curriculum Improved progress of pupils socially, emotionally and academically.	Termly review

Planning Duty 2: Physical Environment

Priority	Strategy / Action	Lead	Time	Success Criteria	Review
For management to investigate whether the school's physical environment is accessible.	Audit of physical environment	SENCO/ SLT / Building Services Supervisors.	Autumn 2025	The school will be aware of accessibility gaps to its physical environment, and will make a plan to address them.	Summer 2026
To maintain safe access around the exterior of the school.	Ensure pathways are kept clear of vegetation and obstructions.	Building Services Supervisors.	Ongoing	More independent access for pupils with an impairment or disability.	Ongoing
Improvement to aid access for those with an impairment.	Maintenance of handrails and ramps. Braille signs on doors / equipment where appropriate.	Building Services Supervisors. SENCO	Ongoing	More independent access for pupils with an impairment or disability.	Ongoing
Outdoor sensory provision.	Develop Forest school and sensory garden area in terms of seating and sensory stimulation.	Teaching staff Grounds maintenance Head Teacher	Ongoing	Outside areas	Summer 2026

Planning Duty 3: Information

Priority	Strategy / Action	Lead	Time	Success Criteria	Review
Availability of written materials in alternative formats.	All staff and parents are aware of services available for requesting information in alternative formats.	Head teacher Visual Impairment Team	Ongoing	Written information is available in alternative formats and languages on request. All admin staff, parents and community users know how to access alternative forms.	Ongoing
Improve signage to indicate access routes around school.	Signs indicating disabled parking bays, disabled toilets and wheelchair friendly routes around the school. Provide an access plan of the building in reception area.	Head Teacher / SENCO / Building Services Supervisor.	Autumn 2026	Disabled people are aware of facilities available to support their needs and wheelchair access to all parts of the school.	Ongoing

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