



St. Peter's Catholic Academy **Accessibility Plan**

“Together, One Family, One Community in Christ”

In the words of our children, our mission is...

To serve God together as one.

To show that we live the Gospel Values and Virtues together as one community.

To respect and love all in our community.

To love, work and play as part of God's family.

To put God first in our lives and become the people he wants us to be.

Link to School Aims

The Academy committee and the school will work to make sure all students, staff, parents, and other stakeholders are able to access the physical environment, the curriculum, and information provided by the school.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA), the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010.

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Academy committee of St Peter's Catholic Academy is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Aim of the plan

The aims of this statement and the Accessibility Plan are to ensure that St Peter's Catholic Academy continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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 are the 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached, relating to these key aspects of accessibility and showing how the school will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

St Peter's Catholic Academy follows guidance from the Equality Act 2010 which states:

"The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect."

Furthermore;

"They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people."

To ensure that the Equality Act 2010 is implemented across the Academy all policies refer to the above statements.

Involvement of disabled people in developing a Disability Equality Scheme

The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

Reviewing/Monitoring

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the Academy committee. The plan will be fully revised every three years.

Targets

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

| Target | Strategy /Action | Timeframe | Resources | Person Responsible | Outcome |
|--|--|----------------------|---|--------------------|---|
| To improve staff awareness of disability | Staff meeting to audit and train staff on Disability and the Equality Act 2010 | Ongoing as required. | Audit Staff time Training materials | AH | Staff to have confidence in supporting children with a disability and to make reasonable adjustments where necessary and automatically (as required). |
| Greater awareness in confidence in supporting pupils with disabilities | Make links to arrange outreach support if required. Training on | Ongoing as required. | Outreach support where necessary. | AH | Staff are able to meet the need of pupils with disabilities. Increase to the |

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| in their learning. | differentiation. | | | | access of the curriculum. |
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2. Increase opportunities to develop physical skills and sensory experiences.

| Target | Strategy /Action | Timeframe | Resources | Person Responsible | Outcome |
|---|---|-------------------------------|-------------------------|--------------------|---|
| To develop the outdoor areas to ensure pupils have increased opportunities to develop physical skills and senses, and experience a broader range of curriculum activities outdoors. | Develop a sensory garden area, to include sound and visual features. Purchase specific resources to ensure children with SEND have quality outdoor play resources. | See Four Year Strategic Plan. | Outdoor area Funding | AH/MZ | Children and adults with sensory or social-emotional needs have positive experiences which promote senses and positive emotions through regular access to sensory garden through either planned activities, or individual choice. Physical gross and fine-motor skills are developed through use of specialist equipment which can be accessed and used independently and spontaneously. |

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| To ensure all pupils with physical disabilities participate in after-school activities and events. | Extended School Leader to complete an audit of participation in after-school activities and events and monitor term-on-term. Senior leaders to monitor data and liaise with pupils, class teachers, TA's, and parents and carers to ensure full inclusion in eg. Young Voices; School Council events. | See Four Year Strategic Plan | Staff time | AH/SLT | All pupils with SEND attend at least one after-school club and participate/perform/represent the academy. |
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3. Improving the delivery to disabled parents/pupils of information which is readily accessible to parents/pupils who are not disabled

| Target | Strategy /Action | Timeframe | Resources | Person Responsible | Outcome |
|--|--|-----------------|-----------------------------|--------------------|---|
| To broaden communication routes between parents and carers/ teaching staff | Communication with parents/carers is now broadened to include e.g.text, email, twitter and the webpage | Ongoing reviews | Staff time Audit Letters | AH | Increased number of parents and carers able to access shared information. |

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| To ensure that all written communications state that information can be requested in an alternative format/language. | Office staff to insert phrase "If you require this information in an alternative format or language please let us know". | Ongoing reviews | Office staff time | AH/SC | |
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Policy Written

January 2026

To be reviewed

January 2027

Reviewed by Academy Committee Representatives