

**Belonging, Believing, Building a Future**

It is our mission for everyone to experience the joy of God's love in their lives as part of St Peter's family through trust and friendships. We aim for everyone to be nurtured and to grow in peace, hope and understanding of God, themselves and one another in order to achieve and live fulfilled lives.

*"May the God of hope fill you with all joy and peace in believing, so that you overflow with hope by the power of the Holy Spirit" (Romans 15:13)*

St Peter's School is part of the Oxford Diocesan Schools Trust (ODST). The Academy Trust is committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. It is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within the Academy Trust.

This Accessibility Plan reflects the St Peter's School's commitment to:

- providing a learning environment that enables full curriculum access and values and celebrates the skills, knowledge and experience of every child
- ensuring equality of education and opportunities for all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs
- supporting every individual in developing to their full potential

Applications to St Peter's are welcome without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we do expect parents to respect the Christian ethos of our school.

This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, the Equality Act 2010.

**Aims**

The aims of this plan are to:

- increase the extent to which disabled children can participate in the curriculum,
- improve the physical environment of St Peter's to enable children with disabilities to take better advantage of the education, benefits, facilities and services provided,
- improve the availability of accessible information to children with disabilities.

**Curriculum**

St Peter's will make every effort to ensure that the school curriculum meets the learning needs of its children by:

- setting appropriate learning opportunities,
- employing appropriate teaching and learning strategies,
- encouraging every child to be involved in reviewing the way that they learn and identifying their next steps of learning,
- monitoring learning and providing feedback.

Teachers, support staff and the SENCo meet as necessary, to ensure that any reasonable adjustments are made to classrooms in order that all children are able to access the curriculum. This might include the modification of equipment, instructions (simplifying the language, use of gestures or through more specialist intervention such as a visual timetable), modifying assessment or curriculum demands or providing an interpreter.

Training and development opportunities, and professional support and advice will be provided for staff as required, as part of the school's commitment to raising awareness, removing discrimination and improving provision.

All children are encouraged to take part in all aspects of school life and given the appropriate level of support to ensure that they are able to take part in a range of activities. Trips outside of school are carefully planned and organised, with the individual children's risk assessment taken into consideration. If the risks identified outweigh the benefits of the trip out it may be deemed unsuitable for the child and alternative arrangements may be made to ensure they do not miss out on enriched learning opportunities. Children are supported to take part in after school clubs and all activities on site.

## **Physical Environment**

St Peter's School will take all reasonable steps to ensure that its premises and resources are accessible for all, whilst taking into account the constraints of its rural location and its historic building.

If an environmental audit is needed to assess the physical accessibility for a specific child e.g. with a visual impairment, the school will seek external advice and support. The school recognises that the need for physical adaptations are often specific to the individual child and will consider all recommendations made by external agencies e.g. Occupational Therapists.

Where physical access to the site is difficult, the school recognises the need to be proactive in enabling access.

The following is noted:

- There is a disabled toilet in the main school building and in the classroom on the school field.
- Narrow door widths and uneven floors exist in the original part of the school building.
- There is a step in the Reception classroom and a classroom that is accessed via a staircase.
- The hall is on the ground floor and is accessible to all, though the entrance doorways into the hall vary in width.
- There is no on-site car parking for staff or visitors. There is parking across the road from the school in the village car park as well as at St Peter's Church.
- The school has internal emergency signage and escape routes are clearly marked.

The school will ensure that new building work meets the needs of all users and will work towards making all of its accommodation accessible where it is practical to do so.

## **Delivery of information**

When necessary, training will be provided for all staff in order to communicate more effectively with children with Special Educational Needs or Disability e.g. learning BSL or Makaton. Information will be presented in ways that are appropriate to individual needs e.g. large print and audio formats, coloured paper for dyslexic pupils and symbol software to encourage participation by all.

## **Monitoring and Review**

Staff and Governors will monitor this plan regularly and review its implementation and effectiveness, taking account of any legislative changes, annually. When possible governors, staff, parents, children and other members of the school community with additional needs will be consulted to identify barriers and what measures can be taken to reduce these. Their views will be taken into account in the review process.