



St. Peter's C.E.
Primary School
and Nursery



"...The fruit of the spirit is...
love, peace, kindness, gentleness, joy, patience, generosity, faithfulness, self-control"

Galatians 5:22-23

ST. PETER'S CE PRIMARY SCHOOL & NURSERY EDMOND

Accessibility Plan

Date of Policy
Last updated
Date of Review

October 2022
September 2025
September 2028



This plan aims to improve access to all aspects of education within St. Peter's CE Primary School & Nursery and remove any existing barriers to pupil learning. It also aims to widen the opportunities for including pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way, the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has four interlinked elements:

1) Physical improvements to increase access to education and associated services by:

- Ensuring that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.

2) Improvements in access to the curriculum by:

- Supporting all pupils enabling them to access the national curriculum.
- Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
- Gaining the views of a focus group of disabled people who use the school.

3) Improvements in the provision of information in a range of formats for disabled pupils by:

- Providing for pupils and their carers / parents, information about the school and its curriculum in a format that takes account of any disabilities.

4) Promotion of the rights and achievements of disabled people by:

- Carefully monitoring any bullying or harassment of disabled children.
- Ensuring that children are aware of the accomplishments of a range of disabled people, such as athletes, musicians, scientists, etc.



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1) Access to the Physical Environment

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	School is aware of the access needs of disabled children, staff and parent/carers.	To review access plans for individual disabled children (if applicable).	Ongoing throughout the academic year	SENCO / Headteacher / Outside agencies e.g. OT	Individual plans are in place for all disabled pupils and all staff are aware of pupils' access needs. Parents are fully able to access all school activities.
	School staff have greater awareness of access issues.	Ensure staff are aware of access issues concerning individuals.	Ongoing through staff and TA meetings	Headteacher / SENCO	All staff are aware of access issues.
		Ensure all contractors doing repair and maintenance work do so to standards laid down by Telford and Wrekin.	Continuous focus	Headteacher / Administrator	Contractors ensure that the access needs of all children are taken into account when planning and carrying out any future R&M works.
		School remains in consultation with parents and carers to discuss issues of accessibility.	Continuous focus	Headteacher	School is aware, through consultation, of the needs of all users who consider themselves to be disabled.
	To maintain access throughout the school.	To ensure that all furniture and equipment is placed in such a way as to allow wheelchair access.	Ongoing	Class teachers, Caretaker	All people with disabilities feel more welcome.
	Maintain signage and external access for visually impaired people.	Replace external light bulbs immediately if they fail.	Ongoing	Caretaker	Visually impaired people feel safe both within the school and its grounds.



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		Check that edges of any external steps are painted yellow.			
	Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for all disabled pupils (if applicable). Ensure that all staff are aware of responsibilities.	As necessary Ongoing	SENCO / TAs Headteacher	All disabled children and staff working with them are confident in the event of fire.
Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term	To review the needs of disabled pupils annually each April to inform budget plan.	To ensure the changing needs of pupils are met and funding is secured to complete any work required. Ensure all contractors doing building work do so to standards laid down by Telford and Wrekin.	Every April	Headteacher	The changing needs of our disabled pupils will be met effectively and in good time.
Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Long Term	To continue to review the needs of our pupils and ensure the building meets their needs effectively.	To meet with SENCO and parents of any pupils with disabilities that may require additional modifications to the furniture or building to accommodate their needs.	Ongoing	Headteacher	The building and equipment meet the pupils needs effectively.



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2) Access to the Curriculum

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Ensure TAs have access to specific training on disability issues if applicable.	Identify TA training needs PINS project	Ongoing 2025 – 2026 academic year	SENCO	Raised confidence of staff in strategies to make reasonable adjustments for disabled pupils. How to manage behaviour needs effectively.
	Ensure TAs are aware of, and able to use, SEN software and resources	SENCO to keep staff updated about new software.	Ongoing	SENCO	Wider use is made of SEN resources in mainstream classes.
	Ensure all staff are aware of disabled children's curriculum access.	Ensure that IEPs/Care plans/Risk assessments address access needs and that information is shared with appropriate staff.	Termly reviews	SENCO	All staff are aware of the access needs of individual disabled children.
	Ensure disabled children participate equally, when desired, in after school activities.	Survey participation in extra curricular activities for disabled children.	Ongoing	SENCO	Disabled children participate confidently, when desired, in after school activities.
	Monitor the achievements of disabled children.	Achievements monitored according to disability	Ongoing through Pupil Progress Meetings	Headteacher/SENCO	Trends or patterns can be established and action taken if necessary.



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Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term	Ensure all school trips are accessible to all.	Review guidance for staff on making trips accessible.	Ongoing	Headteacher	All school trips are accessible to all children.
	Increase confidence of staff in differentiating the curriculum to suit the specific needs of disabled children.	Undertake audit of staff training needs and changing needs of pupils.	Annually	Headteacher / Curriculum co-ordinators	Training needs of staff are clearly understood.
Long Term	Ensure staff undertake disability equality training as appropriate.	Ensure existing and new staff receive regular training.	Ongoing	Headteacher / SENCO	All staff work from a disability equality perspective.

3) Access to Information

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Use Pupil Progress Meetings to establish changing needs of pupils.	School to adapt to the needs and developments made by the pupil and meet them to a high standard.	Termly	SENCO Head Teacher	To increase the confidence of pupils, parents and carers of disabled children.
Medium Term	Review information provided to parents or carers to ensure it is accessible.	Ask parents about their information access needs when child is admitted to school on initial data sheet.	Annually	Reception Teacher / Administrators	All parents receive information in a format that they can access.
Long Term	Children become more aware of their own strengths, areas for development and access needs.	Encourage children to express their access needs and explore their strengths and areas for development. Pupil questionnaires and interviews.	Ongoing	All teachers	Children able to articulate their access needs and understand their own strengths and areas for development.



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	Ensure information given in Annual Reviews is accessible to all participants.	Ask parents, carers and children about preferred formats in review meetings.	Annually	SENCO / Class teacher	Parents receive information in a format that they can access.
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4) Rights and achievements of disabled people

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Disabled children fully participate in school life.	Encourage disabled children to be represented on school council and take part in school events such as residential visits, sporting events and assemblies.	Ongoing	Class teachers Headteacher Sports leader	Disabled children participate in many areas of school life.
	Any bullying or harassment of disabled children is monitored and dealt with effectively.	Monitoring procedures are established. Anti-Bullying Policy	Ongoing	Headteacher	Elimination of any bullying of disabled children.
Medium Term	Disability is displayed positively in books, displays, assemblies and events.	Books & display materials purchased to portray the positive achievements of disabled people.	Ongoing	SENCO	Disability is displayed positively in books, displays, assemblies & events.
Long Term	To look for ways to enhance disabled pupils engagement.	SENCO and Head Teacher to highlight opportunities for pupils and parents, both inside and outside of school.	Ongoing	SENCO Head Teacher	Greater opportunities sign posted and made available to pupils.