**ST. PETER’S C.E PRIMARY SCHOOL**

**HESWALL, WIRRAL**

# ACCESSIBILITY

**POLICY**

**Date Adopted: 29.02.24**

**Date of Review: Spring 2026**

**Committee: Assets**

**Signed:** **(Chair of Governing Body)**

###### ACCESSIBILITY POLICY

# Rationale

The School has a duty to ensure:

* disabled pupils can fully participate in the school curriculum
* the physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services
* that physical and learning environments can be reasonably accessed by disabled pupils to meet their needs

# Aims

* make every child feel welcome
* value all pupils equally
* have high expectations of all pupils
* remove all barriers to learning and participation

Action Points:

* The physical environment of the school will be monitored by the Health and Safety Committee to ensure that all reasonable adjustments are being made to this end.
* An accessible curriculum will be monitored by the governors, who will liaise with the SENCO and Headteacher.
* Staff training and awareness will be monitored by the Headteacher.

### Broad Guidelines

A disabled pupil can be discriminated against in two ways:

1. By less favourable treatment.
2. By the school failing to make a ‘reasonable adjustment’. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a ‘substantial disadvantage’ compared to non-disabled pupils.

The school will review practice and draw up short, medium and long-term targets. The action plans will be reviewed by the relevant committees and staff with a view to improving access for all children.

## Appendix A Identifying Barriers to Access – Curriculum

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| **Question** | **Yes** | **No** | **Action/Comment** |
| Are teachers and support staff receiving training to teach and support disabled pupils? | **✔** |  | Where applicable or required |
| Are classrooms optimally organised for disabled pupils? |  |  | Currently meets all pupils’ needs & can be adapted as relevant |
| Do lessons provide opportunities for all pupils to achieve? | **✔** |  |  |
| Are lessons responsive to pupil diversity? | **✔** |  |  |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | **✔** |  |  |
| Are all pupils encouraged to take part in music, drama and physical activities? | **✔** |  |  |
| Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using lip reading? | **✔** |  | At present there are no children using lip reading as a means to understanding. |
| Do staff allow for the additional time required by some disabled pupils to use equipment in practical work? | **✔** |  |  |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | **✔** |  | Where appropriate |
| Is there access to appropriate computer technology for pupils with disabilities?  | **✔** |  |  |
| Are school visits made accessible to all pupils irrespective of attainment or impairment? | **✔** |  |  |
| Are there high expectations of all pupils? | **✔** |  |  |
| Do staff seek to remove all barriers to learning and participation? | **✔** |  |  |

## Appendix B Identifying Barriers to Access - Premises

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| **Question** | **Yes** | **No** | **Action/Comment** |
| Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff? |  | **✔** | The second floor (current Y3/4 area) is not wheelchair accessible. Front entrance to the school also not accessible. Access to and from the hall not accessible. |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities? |  | **✔** | We have identified areas which would need alteration relevant to specific physical disabilities should they arise |
| Are pathways of travel around the site and parking arrangements safe, routes logical and well signed? | **✔** |  |  |
| Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? |  |   **✔** | Only auditory components. Visual components would be added should the need arise |
| Are non-visual guides used, to assist people to use buildings, ie lifts with tactile buttons? |  | **✔** |  |
| Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? |  | **✔** |  |
| Are areas to which pupils should have access well lit? | **✔** |  |  |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment? |  | **✔** | Stairs leading from the ground floor to Yr3/4 corridor were carpeted August ’14 to reduce background noise. |
| Is furniture and equipment selected, adjusted and located appropriately? |  |  | This will be done as appropriate |
| Is the equipment in the disabled toilet properly installed and accessible? |  | ✔ | Disabled t installed on yr3/4 corridor does not work. Disabled toilets on ground floor were planned to be installed as part of Phase 2 of building work but this has not been completed. This needs revisiting with building consultant.  |

## Appendix C Identifying Barriers to Access – Personnel

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| **Area requiring action** | **Suggested Action** | **Person responsible** | **Time****Scale** | **Review** |
| Are teachers, admin and support staff aware of the implications for them of the Disability Discrimination Act? | Share updated policy with all staff | Headteacher and SENCO | As needed | On agenda for regular discussion |
| Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information? | No, but can be provided as needed | Headteacher and SENCO | As needed | As needed |
| Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities eg by reading aloud and explaining diagrams? | Steps will be taken as needed – all current info is printed according to RNIB recommended font size |  |  |  |
| Does the school have facilities such as ICT to produce written information in different formats? | Yes, in placeImmediate contact with parents through emailing |  |  | Annual |
| Are staff familiar with technology and practices developed to assist people with disabilities? | Yes, in place and updated as needs arise | Head teacher |  |  |
| Are pre-school home visits used effectively to plan ahead for pupils with disability? | Yes, in place | Head teacher | According to school start dates | Annual |
| Do staff have access to training? | Yes, in place | Head teacher | On going | Annual |
| Do policies reflect the school’s aims? | Yes, in place | Head teacher | On going | Annual |