



St Peter's CE Primary Academy

Accessibility Plan

Reviewed July 2026

School Vision

We believe that all are made in the image of God. We seek to ensure all are valued, valuable and empowered to be the best they can be. We learn from each other, developing our understanding of different cultures to ensure 'life in all its fullness', (John 10:10) – the golden strand that runs through all our work.

Mission Statement

St Peter's C of E Primary School will work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.

Under the Equality act 2010 schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- a. They have a physical or mental impairment, and
- b. The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan will be reviewed every three years.

We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and the Lincoln Anglican Academy Trust (LAAT), as well as through consultations with pupils, parents, staff and the Local Governing Body of the school. The intention is to provide a projected plan for a three year period ahead of the next review date.
2. The Accessibility Plan is structured to compliment the school's Equality Objectives which are published on the school website ([St Peter's C of E Primary Academy - Home Page](#)). We understand that the LAAT will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Plan contains relevant and timely actions to:-
 - 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 those that are able-bodied. This covers teaching and learning and the wider curriculum of school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment.
 - Improve the delivery of written information to pupils, staff, parents and visitors.

4. Whole school training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.
5. The Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body.
6. Action Plan

To increase the extent to which disabled pupils can participate in the school curriculum.				
Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure technology is appropriate for pupils with disabilities.	Ensure that the use of technology does not discriminate against individuals due to access problems (i.e. scotopic sensitivity, use of keyboard, vision difficulties, epilepsy etc.	In place as appropriate and ongoing.	Computing Lead/HT	All children can use technology to be able to support their access to the curriculum.
To liaise with pre-school settings to review potential intake for September	Identify pupils – liaison meetings, transition	Spring/summer term	HT EYFS Lead	Children catered for/procedures and equipment in place.
To review all statutory policies	Review – Chair and EHT Staff meetings SLT	Ongoing	HT IEB	All policies reflect Equality Act 2010
To liaise with parents/carers	Parent/carer meetings e.g. workshops, Big Talk, attendance support meetings and transition meetings	Ongoing	HT	Parent/carer voice Evidence of collaboration taking place
To liaise closely with outside agencies	Regular meetings, liaise with SENDCo	Ongoing	HT SENDCo	Clear collaborative working approach Evidence of collaboration taking place
To ensure full access to the curriculum for all children, including school trips and any extra-curricular activities and clubs. To promote equity for all	Academy review visits SEA visits ROSPA visits Adapted curriculum Plans tailored to individual needs where required Effective use of support staff Multimedia use to enhance curriculum Specific equipment sources e.g. from OT Coloured overlays used to support pupils with SPLD Adapted background colours on paper/screens	Ongoing	All staff	Advice taken Strategies evident, evaluated and adapted to maximise impact
To promote the involvement of disabled pupils in classrooms	Ensure wheelchair access, screen magnifier, features such as sticky keys and filter keys, creating positive images of disabled pupils. Arrange loan equipment where necessary to ensure availability in advance of admittance of pupil where possible. Liaison with external agencies for advice and support re appropriate equipment and provision – to include training for school staff as appropriate.	Ongoing	All staff	Variety of learning styles and multi-sensory activities evident in planning and within the classroom environment Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

	Access to external agencies: ETD Occupational Therapy Physiotherapy Visual & Hearing Impaired			
To ensure that pupils are able to access all texts and SATs papers through alternative means.	Availability of written resource material in different formats – Annual Assessment & Reporting Arrangements Booklet. Relevant SATs access arrangements in place.	Ongoing	Class Teacher SENDCO HT	All pupils can access papers with required adaptation and arrangements in place.
To ensure curriculum access to pupils unable to attend school for health reasons.	Creation of appropriate materials and resources collated and organised by class teacher. Staff to consider disability issues in planning and delivering the curriculum. Liaise with LA to look at Curriculum access arrangements if pupils off for the long term Look at remote learning options.	Ongoing	Class Teacher SENDCO	All pupils can access the curriculum regardless of health issues.
To implement Individual Health Plans for pupils with medical needs, including development of specific Medical/Learning Plans where appropriate.	IHP's to be revisited annually for all pupils' Regular meetings between school nurse/health team and relevant staff to liaise and update plans. Individual plans in place for all appropriate pupils	Annually	Lead First Aider Administrative Team SENDCO	All pupils can access the curriculum regardless of health issues. Environment is a safe place and risks are mitigated for each pupil.

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Targets	Strategies	Timescale	Responsibility	Success Criteria
To promote positive attitudes to disability	All pupils made aware of disability issues. Through assemblies, PSHE lessons, newsletter, leaflets and website Review content of PSHE Curriculum to ensure that it promotes a broad understanding and positive approach to disability in its widest sense. Ensure that achievements of children of all abilities are recognised and celebrated in equal measure.	Ongoing	PSHE Co-ordinator	All pupils to have a positive attitude to disability
Improve physical environment around school	The school will take into account the needs of the pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements.	Ongoing	HT Site Manager Office Administrator LAAT	Enabling needs to be met where possible.
Ensure appropriate visually stimulating environment for all children	Environment audits looking at learning environments, impact of colours and displays bearing in mind that too much can be sensory overload	Ongoing	All staff	Appropriate stimulating learning environment maintained which is conducive aid learning
Ensuring all with a disability are able to be involved and move freely in school	Create individual plans Monitor plans carefully with all parties The school environment is easily	Ongoing	HT SENDCo	Individual risk assessments in place where appropriate All have access around the school – enabling needs to be met where possible.

	Accessible inside and out via ramps and wide paths and gates Regular monitoring of corridors, trip hazards, mobile cupboards, walkways in dinner hall and fire escapes.			
Ensure that disabled parents have an opportunity to be involved in school life	Designated school disabled parking place The school environment is easily accessible via ramps and wide paths and gates	Ongoing	HT IEB	Parents can access the building and surrounding areas freely without issues
To develop site access to ensure that the diverse needs of pupils, parents and community users are met. To ensure that school has suitable physical access for a wide range of disabilities.	Review personal evacuation plans and update Critical Incident Plan annually. Termly fire drill to check effectiveness of fire evacuation procedures to ensure they meet the needs of all. Address any areas of concern. Regular review of fire and safety signage. Develop IHPs and personal evacuation plans to meet individual needs of any identified pupils.	Annually Termly drills	Lead First Aider, SENDCO, SBM SBM, Fire Wardens Health & Safety Committee – Governing Body First Aid Co-ordinator	All persons are able to access the site and leave safely when required in an emergency.
To improve the delivery of information to pupils and parents.				
Parents with Hearing Impairment	Liaison with parents to discuss the most suitable way of being able to communicate regularly Support from Local Authority	Ongoing	All staff to be aware	Successful communication in place
To enable improved access to written information for pupils, parents and visitors	Raising awareness of font size and page layouts Use of coloured overlay or coloured paper or font to improve readability of documents and learning aids Test materials to be in large font when required EAL families to receive information in their own language, where possible Consider other means of communication and support for those presenting with low level literacy skills Auditing the school library to ensure the availability of large font and easy read texts will improve access Auditing signage around the school	Ongoing	HT	All have access to information provided by school
School Staff				
To promote equality of opportunity for staff and equity for all	Monitor data in relation to recruitment, retention and professional development. Encourage the disclosure of disability. Annual staff survey.	Ongoing	HT SLT	For all staff to feel valued and be given what they need pertinent to their individual need to be successful