

# Accessibility Plan

## St Peter's CEP

### Folkestone



**Revised: March 2026**

**Review Date: March 2028**

#### **Vision Statement**

**'Faith, Family, Future'**

Jesus built his church upon the strength of St Peter - who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

**'Each of you should use whatever gift you have received to serve others'**

**1 Peter 4 v10**

## Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in 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) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Objectives

St Peter's Church of England Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities

and respects the parent's and child's right to confidentiality.

The St Peter's Church of England Primary School 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 Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 schools 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 of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The St Peter's Church of England Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. This will be reviewed by the SENCO.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENCO**
- **Site Manager**

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at St Peter's CEP Primary School.

A plan of the school buildings is kept in the school office with this plan.

Written by: Ali Tuckett (SENCO)

Date: March 2026

Review Date: March 2028

### Audit and Action Plan

Attached are three audits of current provision relating to the three key areas of accessibility that are highlighted above.

## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### Curriculum Access

Statement	Evidence	Action Required/When?
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice (eg. ASD, Epilepsy)	INSET and training records for individual and whole school training (including DDA and Safeguarding); CPD file.  External Agency written reports and advice.  Training in Mainstream Core Standards.  NHS referrals and reports.  Lesson observations.  Provision Maps.  SRB meetings  Balanced System meetings	Regular SEN Staff/Governor Meetings and Progress Reviews updating advice re knowledge of learning difficulties, medical needs and learning styles.  On-going CPD.  SRB referrals for external agency support, is accessed termly by school.

<p>Pupils with emotional, social and behavioural difficulties are supported in school.</p>	<p>Records Early Help Notifications and school nursing are closely monitored. Behaviour Support plans; risk assessments; STLS for behaviour reports.</p> <p>School counsellor.</p> <p>Use of Boxall Profile to monitor SEMH needs of all children in school</p> <p>Encouragement to use emotional regulation boards to help self-monitor emotional wellbeing</p>	<p>As above and on-going.</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<p>Staff consider the best arrangement of furniture to improve accessibility &amp; to accommodate necessary equipment and resources. Learning resources such as writing slopes, seating support etc may be required for some pupils. Mainstream Core Standards understood and used as quality 1<sup>st</sup> teaching.</p>	<p>Consider Year Group classroom changes to best meet the needs of disabled pupils.</p> <p><i>As need arises</i></p>
<p>Lessons provide opportunities for all pupils to achieve, i.e. are adapted for individual needs. They include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs.</p>	<p>Lesson observation records for both teachers and Tas.</p> <p>Lesson Plans.</p> <p>Book scrutiny.</p> <p>Intervention observations and plans.</p>	<p>TA lesson and intervention observations to increase in line with training.</p> <p><i>Continuous</i></p>

	<p>INSET training, individual courses.</p> <p>Mainstream Core Standards training.</p>	
<p>Ensure all children on SEN and those who are vulnerable have access to provision to help them 'close the gap' if required.</p>	<p>Termly review of progress of SEN/FSM/EAL children, review deployment of TAs against skills and need, complete provision maps and hold an up to date SEN register. Report to Governors. SEN analysis and Case Studies.</p>	<p>Termly by Headteacher, SENCO (Inclusion and SEN) and class staff.</p>
<p>Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical or learning disabilities.</p>	<p>All staff aware of needs &amp; detailed in planning.</p> <p>Appropriate applications can be made for SATs - readers/scribes/extra time can be applied for.</p> <p>Extra support given during changing for swimming/plays etc.</p>	<p>As needed.</p>
<p>ICT equipment is provided for &amp; has been fitted with additional software / hardware to allow access for disabled pupils.</p>	<p>Laptops/Ipads/reading pens and software provided for pupils with severe or complex fine motor difficulties or dyslexia.</p>	<p>Source laptops for pupils where necessary. On-going.</p>
<p>School visits are accessible to all pupils, regardless of attainment or impairment.</p>	<p>See Educational Visits policy - consultations with parents as appropriate.</p> <p>ALL risk assessments include info re. Disabled pupils. H&amp;S policy</p>	
<p>Visual resources are used</p>	<p>Widgit is used to support</p>	

alongside writing to provide additional support for all students.	vocabulary, reading and writing throughout the school	
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## **AUDIT OF CURRENT PROVISION & ACTION REQUIRED**

### **Physical Access**

<b>Statement</b>	<b>Evidence</b>	<b>Action Required/When?</b>
Parking arrangements for all are logical and safe.	Clearly marked lanes for pupils to walk on in the car park, 'No Parking' grid placed in front of school door, zigzag lines by school playground. Car park is accessible to disabled visitor and children with prior consent of the HT.	A disabled parking bay may need to be marked if our staff/pupil needs change.
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult. Personal Emergency Evacuation Plan written for disabled staff or pupils. Health and Safety Action Plan written by H & S Governor.	Fire Safety Marshalls to review those pupils who may need extra support when fire alarm sounds; Health and Safety Governor to review in line with H & S reports.
To identify areas which cannot be made physically	Governors' report.	H and S Governor

accessible.		
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Seating and classroom arrangements to meet the needs of disabled staff have been put in place. There are some areas where access is not compatible with disability, this has been assessed and no more reasonable adjustments at this stage can be made (e.g. stairs up to dining hall).	H & S Governor's Report; risk assessments and discussions required if a child or adult cannot access an area that hinders access to curriculum or opportunity, in this case another part of the building will have to be used.
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. Class Provision Plans may outline this where appropriate.  Ear defenders for some children with sensory difficulties are also used in classrooms where needed	SENCO.
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, stand, writing slope, wedge support etc.	Appropriate furniture/accessories on loan from Occupational Therapy or purchased as appropriate.	SENCO to organise as and when needed
Furniture is suitably spaced to allow easy movement for children with disabilities	Each class is designed to meet the needs of the children through a class provision map	Class Teachers and SENCO to plan three times a year
Internal stairs have	All stairs have continuous	SENCO, HT and

contrasting edging and handrails to aid movement	handrails where possible.	site manager to arrange contrasting colour edging for steps in office and handrail for stairs leading from Y3/4 to Y2
The school has been decorated in neutral tones to ensure that it is accessible to all students and not disorientating	All classrooms have clear displays and decoration to ensure a clear environment suitable for all students.	Class teachers to maintain neutral tones
Emergency alarm systems cater for those with hearing impairment including flashing lights	Emergency alarm systems are located in all classrooms and in corridors.	Site manager to maintain.

## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### Access to Information

Statement	Evidence	Action Required / When?
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties, use of ICT.	External advice given by specialists i.e. specialist teacher for physical disability.  Lesson observations.  Visual timetables.  ICT resources	Staff Meetings to discuss <i>when needs arise</i> and <i>on-going CPD</i>

	(laptops, iPADS)	
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Completed Parent Surveys and comments or suggestions actioned.	Annual Parents' Survey, feedback forms at Parents' Evenings.
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Reports from Specialist Teaching Service, Occupational Therapists, Speech and Language therapists etc.	<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way e.g. by reading aloud, using translators, using interactive whiteboards/PowerPoint presentations etc	<p>IWB used in every class &amp; visualisers used for close up demonstration work (i.e needle work, sketching etc) &amp; for enlarging texts.</p> <p>All staff read aloud &amp; for parents who cannot read, information can be read to them or they can be supported by SENCo/Secretary/HT.</p> <p>Separate report can be requested to be sent if a parent does not live at same address.</p> <p>PowerPoint</p>	

	<p>Presentations used at workshops and parents' meetings.</p> <p>Website updated regularly &amp; regular news letter uploaded.</p> <p>Different colour backgrounds used on whiteboard to help children with visual or dyslexic difficulties.</p>	
<p>Availability of written material in alternative languages</p>	<p>Leaflets about attendance that are written in Czech have been sourced.</p> <p>Welcome sheets sourced in Ukrainian.</p>	<p>KCC Inclusion Support Service can assist if and when required for EAL needs.</p>
<p>Parents have access to information held about their children.</p>	<p>Freedom of Information Policy and its statutory guidelines.</p>	