

**ST. PETER'S C.E PRIMARY SCHOOL  
HESWALL, WIRRAL**

# **ACCESSIBILITY POLICY**

**Date Adopted: 29.02.24**

**Date of Review: Spring 2027**

**Committee: H&S**

# **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

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

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
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 toilet properly installed on yr3/4 corridor. Disabled toilets on ground floor will be installed at future phase of building works

### Appendix C Identifying Barriers to Access – Personnel

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 place Immediate 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