

Accessibility plan

St Piers School



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| Approved by: | Jeremy Law | Date: 23.02.23 |
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| Last reviewed on: | 23.02.23 |
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| Next review due by: | 01.09.25 |
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Contents

| | |
|----------------------------------|---|
| 1. Aims..... | 2 |
| 2. Legislation and guidance..... | 3 |
| 3. Monitoring arrangements..... | 3 |
| 4. Action plan | 4 |

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- ✿ Increase the extent to which all students can participate in the curriculum.
- ✿ Improve the physical environment of the school to enable all students to take better advantage of education, benefits, facilities, and services provided.
- ✿ Improve the availability of accessible information to all students’.

Our school values are to treat all its students fairly and with respect, though kindness, empowerment and inspirational teaching and learning opportunities. This involves providing access and opportunities for all students without discrimination of any kind.

The St Piers school values of Be Kind, Be Empowered and Be Inspired, set out how we aim to ensure inclusive practice across the school, ensuring that all students access high quality education, in a personalised and meaningful way. Through inspirational teaching, we aim to empower our students to be confident and independent learners as well as support their development towards being productive members of their communities. Our staff and students are expected to be kind in their actions and to show empathy towards others, building a fairer and more understanding school community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

St Piers works closely with many local authorities across the country to ensure disability or additional need is not a barrier to accessing education. The school will seek guidance where needed and provide feedback to local authorities on issues being faced, as well as working together to provide the best outcomes for all students.

This policy is written in conjunction with the complaints procedure. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, staff and governors of the school. Parents may access the accessibility plan via our website or by requesting a hard copy by contacting the school directly to discuss if they wish.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Although St Piers is a non-maintained, independent school, we continue to follow the latest guidance and advice from the government and local authorities to ensure we are compliant with current regulations and strategies to improve the education for all students.

3. Monitoring arrangements








This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Ginnie Batten-Evatt – Acting Head of School and will be approved by Simone Hopkins – Executive Principal






















| Version table | | | |
|--|-----------------|-------------------|-----------------|
| Creation: - Ginnie Batten-Evatt | | | |
| Approved by: - Jeremy Law | | | |
| Version No. | Date of changes | Reason for change | Changes made by |
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4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE & TIMEFRAME | SUCCESS CRITERIA |
|---|---|--|--|--------------------------------|---|
| Increase access to the curriculum for all Students with a disability | <ul style="list-style-type: none"> ✿ Our school offers a differentiated curriculum for all students ✿ We use resources tailored to the needs of students who require support to access the curriculum ✿ Curriculum resources include examples of people with disabilities ✿ Curriculum progress is tracked for all students ✿ Targets are set effectively and are appropriate for students with additional needs ✿ The curriculum is reviewed to make sure it meets the needs of all students | Short term objectives <ul style="list-style-type: none"> ✿ Full implementation of new curriculum and assessment framework | <ul style="list-style-type: none"> ✿ School leadership to ensure all teaching staff are confident in implementing the new curriculum and assessment tools | SLMT April 2023 | Teaching staff will be knowledgeable and confident to deliver and assess the new curriculum |
| | | <ul style="list-style-type: none"> ✿ Audit of resources for core curriculum areas | <ul style="list-style-type: none"> ✿ Curriculum leaders to audit resources and identify what else is needed | Curriculum leaders | |
| | | Medium term objectives <ul style="list-style-type: none"> ✿ Ensure teaching staff have knowledge of a diverse range of teaching strategies which can be used to support learning | <ul style="list-style-type: none"> ✿ CPD in place to support teaching and learning strategies | April 2023 | CPD calendar and staff attendance |
| | | | <ul style="list-style-type: none"> ✿ Curriculum meetings to share ideas and support high quality teaching and learning | Ongoing LH/SLMT Ongoing | |
| | | | <ul style="list-style-type: none"> ✿ Identify where further | July 2023 | |

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|--|--|--|--|---|--|
| | | <ul style="list-style-type: none">  Update and purchase concrete resources to support teaching and learning in the core subject areas <p>Long term objectives</p> <ul style="list-style-type: none">  Yearly review of curricula across the school and development of improvement plans  Continues CPD for teaching staff in all areas of the curricula | <p>resources are needed and update curriculum improvement plans.</p> <ul style="list-style-type: none">  Review and update curriculum plans in line with new initiatives.  School leadership to identify and plan for CPD for teaching staff | <p>SLMT Sept 2023</p> <p>Curriculum leaders Ongoing</p> <p>SLMT/LH Curriculum leaders Ongoing</p> | <p>Continued weekly meetings</p> <p>Identification of resources needed for effective teaching and learning</p> <p>Ensuring curricula is up to date and includes all statutory areas of learning and suits the needs of all students.</p> <p>High quality teaching in all areas of the curriculum</p> |
| Improve and maintain access to the physical | The school environment is adapted to the needs of students as required. This | <p>Short term objectives</p> <ul style="list-style-type: none">  Update display boards to ensure | <ul style="list-style-type: none">  Review and update of existing boards | Phase leaders April 2023 | Boards are relevant and meaning full to learners |

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| environment | <p>includes:</p> <ul style="list-style-type: none">  Curved corridors to minimise sound to support students with Autism  Automatic entrance doors  Portable hoists and wheelchairs available  Ramps (where needed)  Wide corridors and doorways  Accessible parking  Disabled toilets and changing facilities  Library shelves at wheelchair-accessible height  Adapted seating and individual learning areas  Food technology with adaptable counters/cookers  Fully accessible swimming pool and sports provision (including accessible boat)  Onsite therapist input and | <p>they are meaningful to our learners</p> <ul style="list-style-type: none">  Find solution to storage difficulties <p>Medium term objectives</p> <ul style="list-style-type: none">  Environmental audit of classrooms using AET (Autism Education Trust) Autism environment checklist.  Further development of Creative Arts area to ensure accessibility to all areas of the environment <p>Long term objectives</p> <ul style="list-style-type: none">  Ensure accessibility to the new 'Bumble-Bee' area, as part of | <ul style="list-style-type: none">  Work with wider St Piers leadership to find solutions  Complete checklist of all classrooms  Identify key areas to develop from feedback  Development of dark room to be engaging and accessible to all  Continued development of 'Bumble-Bee' area, to be fully accessible | <p>SLMT April 2023</p> <p>DH/Class teachers July 2023</p> <p>GH/SLMT July 2023</p> <p>Sept 2023</p> | <p>Storage is better facilitated, allowing for better use of space in school</p> <p>Classrooms have feedback on areas to develop to ensure AET standards met</p> <p>Accessible and engaging learning environment for all students</p> <p>Accessible and engaging learning environment for all students</p> |

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| | <p>support (including OT, Physio, Psychology)</p> <ul style="list-style-type: none"> ✿ Accessible outdoor woodland area and farm ✿ Accessible mini bus fleet to support accessing the local community | <p>OWL</p> <ul style="list-style-type: none"> ✿ Development of signage around school to support students moving independently between environments | <ul style="list-style-type: none"> ✿ A more holistic approach to signage around school, using a range of approaches to suit the needs of all learners | <p>GB-E 2023-2024</p> | <p>Inclusive direction guidance around the school in place and being used by students to support independence</p> |
| <p>Improve the delivery of information and support to all students</p> | <ul style="list-style-type: none"> ✿ Our school uses a range of communication methods to make sure information is accessible. This includes: ✿ Internal signage and photos of key staff displayed ✿ Use of social stories ✿ Large print resources ✿ Use of InPrint symbol text ✿ Student council ✿ A total communication approach, including Makaton, now and next, | <p>Short term objectives</p> <ul style="list-style-type: none"> ✿ Ensure all information on display boards is accessible ✿ Ensure teaching staff all have access to relevant software to support learning <p>Medium term objectives</p> <ul style="list-style-type: none"> ✿ Training for all staff on writing social | <ul style="list-style-type: none"> ✿ Review and update of existing boards ✿ Audit of software needs and install where required ✿ Ongoing implementation of CPD from identified areas to improve | <p>Phase Leaders April 2023</p> <p>SLMT/IT April 2023</p> <p>LH/SLMT July 2023</p> | <p>Boards are relevant and meaning full to learners</p> <p>Teaching staff all have access to relevant software</p> <p>All teaching staff are confident in using appropriate software</p> |

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| | <p>visual timetables</p> <ul style="list-style-type: none"> ✿ Onsite access to speech and language therapist ✿ VI (visual impairment) trained staff ✿ Intensive interaction trained staff | <p>stories</p> <ul style="list-style-type: none"> ✿ Training for all staff using InPrint software ✿ Further implementation of Makaton and ongoing training from SaLT <p>Long term objectives</p> <ul style="list-style-type: none"> ✿ Ongoing training for staff (intensive interaction, VI, Makaton etc) ✿ Development of signage around school to support students moving independently between environments | <ul style="list-style-type: none"> ✿ Continued input from SaLT training sessions and expectations from SLMT ✿ Ongoing review and monitoring of CPD ✿ A more holistic approach to signage around school, using a range of approaches to suit the needs of all learners | <p>LH/SaLT July 2023</p> <p>LH/SLMT Ongoing</p> <p>GB-E 2023-2024</p> | <p>to deliver a total communication approach support all students</p> <p>Staff are confident in using basic Makaton to enhance their communication with all students</p> <p>Staff are well trained and confident in supporting all students in school</p> <p>Inclusive direction guidance around the school in place and being used by students to support independence</p> |