

# Accessibility plan

## St Piers School



<b>Approved by:</b>	Jeremy Law	<b>Date:</b> 15.10.25
<b>Last reviewed on:</b>	15.10.25	
<b>Next review due by:</b>	15.10.27	

## 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable all pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to all pupils

Our school values are to treat all its pupils fairly and with respect, through kindness, empowerment and inspirational teaching and learning opportunities. This involves providing access and opportunities for all pupils 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 a number of 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.

Our school's complaints procedure covers the accessibility plan. 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 pupils, staff and governors of the school. Parents are aware of the accessibility plan and can contact 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 pupils 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 2 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Ginnie Batten-Evatt – Headteacher

It will be approved by Jeremy Law – Interim Executive Principal

## 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	DATE TO COMPLETE	SUCCESS CRITERIA
<b>Increase access to the curriculum for all pupils</b>	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils</li> <li>Targets are set effectively and are appropriate for pupils with</li> </ul>	<p><b>Short term objectives</b></p> <ul style="list-style-type: none"> <li>Audit of resources for core curriculum areas</li> </ul> <p><b>Medium term objectives</b></p> <ul style="list-style-type: none"> <li>Ensure teaching staff have knowledge of a diverse range of teaching strategies which can be used to support learning</li> <li>Update and purchase concrete resources to support teaching and learning in the</li> </ul>	<ul style="list-style-type: none"> <li>School leadership to ensure all teaching staff are confident in implementing the curriculum and assessment tools</li> <li>Curriculum leaders to audit resources and identify what else is needed</li> <li>CPD in place to support teaching and learning strategies</li> <li>Curriculum meetings to share</li> </ul>	SLMT    Curriculum leaders  CL/SLMT  SLMT	July 2026    July 2026  Ongoing  Ongoing	Teaching staff will be knowledgeable and confident to deliver and assess the curriculum    Identification of resources needed for effective teaching and learning   CPD calendar and staff attendance   Continued weekly meetings

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
	<p>additional needs</p> <ul style="list-style-type: none"> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>core subject areas</p> <p><b>Long term objectives</b></p> <ul style="list-style-type: none"> <li>Yearly review of curricula across the school and development of improvement plans – to include 9-year planning for all subjects, complimented by the EYFS and 16-19 provisions</li> <li>Continued CPD for teaching staff in all areas of the curricula</li> </ul>	<p>ideas and support high quality teaching and learning</p> <ul style="list-style-type: none"> <li>Identify where further resources are needed and update curriculum improvement plans.</li> <li>Review and update curriculum plans in line with new incentives</li> <li>School leadership to identify and plan for CPD for teaching staff</li> </ul>	<p>Curriculum leaders</p> <p>SLMT</p> <p>SLMT/LH</p>	<p>July 2026</p> <p>July 2026</p> <p>Ongoing</p> <p>Ongoing</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>
<b>Improve and maintain access to the</b>	<ul style="list-style-type: none"> <li>The school environment is adapted to the</li> </ul>	<p><b>Short term objectives</b></p> <ul style="list-style-type: none"> <li>Update display boards to ensure</li> </ul>	<ul style="list-style-type: none"> <li>Review and</li> </ul>	<p>Phase leaders</p>	<p>July 2026</p>	<p>Boards are relevant and meaningful to</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
<b>physical environment</b>	<p>needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>✿ Curved corridors to minimise sound to support students with Autism</li> <li>✿ Automatic entrance doors</li> <li>✿ Portable hoists and wheelchairs available</li> <li>✿ Ramps (where needed)</li> <li>✿ Wide corridors and doorways</li> <li>✿ Accessible parking</li> <li>✿ Disabled toilets and changing facilities</li> <li>✿ Library shelves at wheelchair-accessible height</li> <li>✿ Adapted seating</li> </ul>	<p>they are meaningful to our learners</p> <p><b>Medium term objectives</b></p> <ul style="list-style-type: none"> <li>✿ Environmental audit of classrooms using AET (Autism Education Trust) Autism environment checklist.</li> <li>✿ Further development of outdoor/woodland area to ensure accessibility to all areas of the environment</li> </ul> <p><b>Long term objectives</b></p> <ul style="list-style-type: none"> <li>✿ Development of post 16 animal</li> </ul>	<p>update of existing boards</p> <ul style="list-style-type: none"> <li>✿ Complete checklist of all classrooms</li> <li>✿ Identify key areas to develop from feedback</li> <li>✿ Development of dark room to be engaging and accessible to all</li> <li>✿ Continued development of post 16 animal</li> </ul>	<p>DH/Class teachers</p> <p>GH/SLMT</p>	<p>July 2026</p> <p>July 2026</p>	<p>learners</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</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>and individual learning areas</li> <li>Food technology with adaptable counters/cookers</li> <li>Fully accessible swimming pool and sports provision (including accessible boat)</li> <li>Onsite therapist input and support (including OT, Physio, Psychology)</li> <li>Accessible outdoor woodland area and farm</li> <li>Accessible mini bus fleet to support accessing the local community</li> </ul>	<ul style="list-style-type: none"> <li>the schools post 16 animal management programme and facilities</li> <li>Development of signage around school to support students moving independently between environments</li> </ul>	<ul style="list-style-type: none"> <li>management programme area, to be fully accessible</li> <li>A more holistic approach to signage around school, using a range of approaches to suit the needs of all learners</li> </ul>	<ul style="list-style-type: none"> <li>ED/SLMT</li> <li>SLMT</li> </ul>	<ul style="list-style-type: none"> <li>July 2026</li> <li>2025-2026</li> </ul>	<ul style="list-style-type: none"> <li>students</li> <li>Inclusive direction guidance around the school in place and being used by students to support independence</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
<b>Improve the delivery of information and support to all pupils</b>	<ul style="list-style-type: none"> <li>✳ Our school uses a range of communication methods to make sure information is accessible. This includes:           <ul style="list-style-type: none"> <li>✳ Internal signage and photos of key staff displayed</li> <li>✳ Use of social stories</li> <li>✳ Large print resources</li> <li>✳ Use of InPrint symbol text</li> <li>✳ Student council</li> <li>✳ A total communication approach, including Makaton, now and next, visual timetables</li> <li>✳ Onsite access to</li> </ul> </li> </ul>	<p><b>Short term objectives</b></p> <ul style="list-style-type: none"> <li>✳ Ensure all information on display boards is accessible</li> <li>✳ Ensure teaching staff all have access to relevant software to support learning</li> </ul> <p><b>Medium term objectives</b></p> <ul style="list-style-type: none"> <li>✳ Training for all staff on writing social stories</li> <li>✳ Training for all staff using InPrint software</li> <li>✳ Further implementation of Makaton and ongoing training from SaLT</li> </ul>	<ul style="list-style-type: none"> <li>✳ Review and update of existing boards</li> <li>✳ Audit of software needs and install where required</li> <li>✳ Ongoing implementation of CPD from identified areas to improve</li> <li>✳ Continued input from SaLT training sessions and expectations from SLMT</li> </ul>	Phase Leaders  SLMT/IT  CL/SLMT  CL/SaLT	July 2026  July 2026  July 2026  July 2026	<p>Boards are relevant and meaningful to learners</p> <p>Teaching staff all have access to relevant software</p> <p>All teaching staff are confident in using appropriate software to deliver a total communication approach supporting all students</p> <p>St Piers is a Makaton Aware school &amp; staff are confident in using basic Makaton to</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
	<p>speech and language therapist</p> <p>VI (visual impairment) trained staff</p>	<p><b>Long term objectives</b></p> <ul style="list-style-type: none"> <li>✿ Ongoing training for staff (intensive interaction, VI, Makaton etc)</li> <li>✿ Development of signage around school to support students moving independently between environments</li> </ul>	<ul style="list-style-type: none"> <li>✿ Ongoing review and monitoring of CPD</li> <li>✿ A more holistic approach to signage around school, using a range of approaches to suit the needs of all learners</li> </ul>	CL/SLMT  SLMT	Ongoing  2026-2027	<p>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>