



Accessibility Plan 2025-2028

INTRODUCTION

The Special Educational Needs and Disability Act 2001 requires schools to produce Accessibility Plans every three years. This duty has been replicated in the Equality Act 2010. This Accessibility Plan applies to the whole school for the period September 2025 to September 2028.

The Governing Body continues to focus on its three key duties towards disabled pupils:

- not to treat disabled pupils less favourably because of something arising in consequence of their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; and
- To plan to increase access to education for disabled pupils.

This Plan sets out the strategies of St Peter's Catholic College to:

- Increase the extent to which disabled pupils can participate in the School curriculum;
- Improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This Plan will also consider ways to assist pupils with special education needs who would not be classified as disabled under the Equality Act. For such pupils the School has a responsibility to meet their special needs and, for those classified as disabled, a duty to prevent discrimination against them in their access to education. St Peter's Catholic College regards such responsibilities as equally important, and is therefore committed to a whole school approach aimed at inclusion.

THE PURPOSE OF THE PLAN

St Peter's Catholic College is committed to, and striving for, equal opportunities and inclusion for all. This Plan is just one way in which the School will work continuously to achieve this.

PUTTING THE PLAN INTO PRACTICE

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The following information therefore provides:

- a statement of current provision for accessibility;
- a plan of actions and goals to achieve enhanced accessibility;
- how the Plan will be implemented;
- how the Plan will be evaluated.

STATEMENT OF EXISTING PROVISION AND RECENT DEVELOPMENTS

1. Increasing the extent to which disabled pupils and pupils with SEN can participate in the School curriculum:

- Close liaison between personal carers, pupils, parents and teachers.
- Risk assessments and reconnaissance trips arranged prior to all school outings and residential.
- Curriculum differentiated by task and outcome.
- Staff understanding of the importance of differentiating in terms of teaching style.
- Liaison with external agencies e.g. educational psychologists; health officers and therapists.
- Individual Support Plans in place.
- Special arrangements made for internal exams and GCSEs.
- Pastoral care available.
- Screening and diagnostic assessment where necessary for SEN.
- Specialist tuition provided for pupils with SEN.

Carers of pupils who are wheelchair users encouraged to be proactive in ensuring inclusivity and constant improvements in terms of access to the curriculum and personal development

2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Wheelchair access to the main reception.
- Audible fire alarm.
- Ramps.
- Buildings fully compliant with Building Regulations.
- PEEPs produced for all pupils with mobility problems.
- Evacuation chair.
- Ramp to support use of small internal staircase
- Stair lift.

3. Improving the delivery to disabled pupils and pupils with SEN of information which is readily accessible to pupils who are not disabled or have SEN:

- Use of ICT to enhance documents.
- Use of pupil's own enhancement equipment.
- Entrance exam papers to be offered in larger script and/or on coloured paper if required.
- Where there are hearing difficulties, consultation with Local Authority STARS team with regard to the use of listening devices and microphones for teachers/pupils.
- School responds to requirements for public exams as detailed in reports for individuals.

Identify Actions and Goals

1. Increasing the extent to which disabled pupils and pupils with SEN can participate in the School curriculum

Targets	Strategies	Resources	Timeframe	Success Criteria
<p>Monitor and review the agreed policy for identifying, assessing and supporting pupils with</p> <p>SEND, as set down in the SEN Policy, Staff Procedures and the Disability Policy.</p>	<p>Evaluation and review of the policies.</p>	<p>Evaluation and review of policies by SENDCO.</p> <p>Use of internal and external Statistical data to evaluate success rate of pupils with SEND</p>	<p>Annually in terms of departmental development plan Policy reviewed officially as agreed.</p> <p>Termly or as data is available.</p>	<p>Policies reviewed annually.</p> <p>Agreed whole School approach. · Success rate of pupils with SEN or disability.</p> <p>Statistics re value added indicate that SEN pupils making adequate progress compared to those who do not have SEND.</p>

<p>Identify pupils who exhibit characteristics associated with disability or special educational needs</p>	<p>Screening and assessment of reading ability upon entrance in Y7 and at the start of each academic year.</p> <p>Identification of needs form utilised by all staff in school to raise a concern with the SEND team.</p> <p>Vulnerable learners weekly meeting.</p> <p>Comprehensive transition programme for KS2 to KS3 and KS4 to KS5.</p>	<p>SENCO PD on identification by staff</p> <p>Vulnerable learners meetings to continually assess and monitor emerging needs.</p>	<p>Ongoing</p>	<p>Staff confident to help SENCO to identify those with special educational needs</p> <p>Register of pupils with characteristics associated with SEND assessment reports and advice on individual support available</p> <p>Staff and School fully aware and equipped to teach such pupils on entry.</p>
<p>Maintain and encourage links between all stakeholders: child, parents, school and external agencies where appropriate</p>	<p>Communication with parents before and after assessments with regard to results and the support required where appropriate</p> <p>Annual reviews, Parents Evenings and informal discussions to review and evaluate effectiveness of individual support</p>	<p>SENDCO to coordinate with progress lead for KS3 and KS4, Senior Assistant Headteacher with responsibility for achievement and progress and wider SLT.</p>	<p>Ongoing</p>	<p>Informed and consulted parents and pupils</p> <p>Parents/Pupils Information packs to support and complement meetings</p> <p>Open door policy where parents feel comfortable approaching school with concerns or areas they feel are working well</p>
<p>Support for pupils with SEN or disability. Differentiated and Quality first teaching which is supportive of those with SEND</p>	<p>Develop and increase the implementation of individual and group support.</p> <p>Review and evaluate the effectiveness of individual support at requested reviews or Parents</p> <p>Meetings with parents and Pupils.</p>	<p>Contact with individual pupils and groups</p> <p>Dissemination of information regarding needs of specific pupils to members of staff</p> <p>SEND Procedure and general information on SEND provision.</p> <p>Pupil Profiles</p>	<p>Ongoing</p>	<p>Targeted support for pupils with SEN or disability.</p> <p>Pupils with SEN or disability make progress in line with expectations</p> <p>Involvement of parents in review and evaluation of individual support.</p> <p>Pupils and parents feel informed</p>

	<p>Provide appropriate access arrangements for internal school exams, mapping a history of need.</p> <p>Ensure examination boards receive comprehensive information where appropriate, and that pupils receive additional time in examinations, where appropriate, and other special arrangements as necessary, e.g. enlarged papers.</p> <ul style="list-style-type: none"> • PD Days • Procedures/Data base • Advice booklets • Lesson Observation notes to include reference to pupils with SEND 	<p>containing further detail</p> <p>SEN Data Base- to be developed/improved</p> <p>Enhanced liaison and partnership with parents and SENCO</p> <p>Enhanced liaison between SENDCO, Examination Officers, Examination Boards, Subject Teachers and Parents.</p>		<p>and supported</p> <p>Pupils able to access all examinations and demonstrate their knowledge and competency. Appropriate progress made by pupils with SEND</p>
<p>Enhance awareness of inclusivity.</p>	<p>Review School policies on a regular basis.</p> <p>Review School admissions on a regular basis ensuring transparent and comprehensive information on admissions procedure and equality of opportunity for entry.</p> <p>Provision of information to pupils about disabled pupils and specific learning difficulties through PSHE and assemblies</p>	<p>SENDCO</p>	<p>Annually</p>	<p>Policies demonstrate awareness of inclusivity.</p> <p>Disability and learning difficulties are covered at assemblies or in PSHE</p>

<p>Raise staff awareness of disability and Special Educational Needs pupils Improve ease of access to information regarding pupils with specific needs, including mental health</p>	<p>Dissemination of information at staff meetings (beginning of each term and each Monday briefing) as well as specific PD training</p> <p>Aim: to develop an enhanced SEN Data base to gather all information in one place</p>	<p>Staff Procedures for SEND Pupil Profiles and SEN data base Updates in Briefing PD Days</p> <p>Proposed Data Base that makes access and updating easier.</p> <p>Mental Health Policy</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff feeling comfortable in dealing with disabled or SEN pupils; raised staff awareness of individual pupil's needs.</p> <p>Ease of access to information regarding SEND, including mental health to enhance awareness and effectiveness of support</p>
<p>Audit participation in the curriculum by disabled pupils and pupils with SEN.</p>	<p>Liaison between SENCO, Specialist teaching Services and teaching staff.</p> <p>Use of targeted lesson observation notes which refer to pupils with SEND</p> <p>Use of Parents meeting review</p> <p>Notes and also annual reviews for those with an EHCP.</p>	<p>Persons noted.</p>	<p>Annually</p>	<p>Increased participation and success rate of pupils.</p>
<p>Access to teaching in chosen subjects by disabled pupil</p>	<p>Liaison between subject teachers, Estates Manager, Trust Lead of Vulnerable Learners/SENCO and The Head Teacher.</p> <p>Consider access to first floor and timetabling options in different classrooms (RE area of school)</p>	<p>Persons noted.</p>	<p>Ongoing</p>	<p>Full participation by disabled pupil in chosen subjects.</p>

2 Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services

Targets	Strategies	Resources	Timeframe	Success Criteria
Identify extent to which, the School can offer a full and rounded education (curricular and extra curricular) to pupils with physical disabilities.	Prioritise and adopt recommendations from the architectural surveys	Development/Property plan to, enhance accessibility of site for disabled pupils (and parents).	Ongoing	Property Plan regularly tabled at Committee. Increased Awareness of need of disabled pupils and parents in development plan.
Audit of ways in to which disabled pupils may experience problems with the physical environment.	SENCO to discuss with disabled pupils and teachers.	SENCO and relevant teachers.	Ongoing	Increased access to facilities. Development plan updated Address concerns accordingly.
Identify requirements of personal care of disabled pupils.	Assess needs and determine options.	SENCO Estates Manager and parents.	Ongoing	Personal care arrangements suitable for physically disabled pupils.
Ensure appropriate evacuation provision for upper floors	Risk assessment where appropriate Training of relevant staff.	Business manager/estates Manager, SENCO	Ongoing	All staff to be made aware and have access to Risk Assessments which will include upper floor evacuation plan in general and in an emergency
Ensure appropriate evacuation	Risk assessment. Single fire evacuation chair in place. Training of relevant staff.	Business and Estates Manager	Ongoing	All staff to be made aware and have access to Risk Assessment which will include whole building evacuation plan in general and in an emergency

3 Improving the delivery to disabled pupils and pupils with SEN of information which is readily accessible to pupils who are

not disabled or have SEN

Targets	Strategies	Resources	Timeframe	Success Criteria
Training of staff on how to provide information to disabled pupils and pupils with SEN	Dissemination to staff of information Pupil Voice	PD	Ongoing	Staff confident in using alternative methods of communication/presentation

(c) Implementation of the Plan

The Governing Body is ultimately responsible for ensuring the proper implementation of the Plan. On a day to day basis, however, the Governing Body will delegate:

- to the Finance Bursar, the responsibility of ensuring that, as far as is practicable, sufficient financial resources are available to implement this Plan;
- to the SENCO, the responsibility of ensuring that the contents of the Plan are implemented as far as is reasonably practicable;
- to the Estates Manager, the responsibility of ensuring that the actions relating to improvement of the physical environment are implemented as far as is reasonably practicable;
- to the Head Teacher, the responsibility of ensuring that the Plan and its underlying message of inclusion is communicated to all members of staff, and that those required to undertake training are provided with sufficient time and encouragement to do so; and
- to all members of staff, the responsibility of awareness and action wherever necessary to support the ethos of inclusion.

The Plan shall be referred to in the Governors' Report, and shall be made available upon request to any interested parties.

Disability, encompassing the implementation of the School's policy towards disability and the Accessibility Plan, shall feature annually within Governors' Meetings, with the aim that each decision taken shall have due regard to the implications for disabled pupils. SENCO to attend governors' meetings where appropriate to report on developments.

(d) Evaluation of the Plan

The SENDCO shall be responsible for evaluating the success of the Plan and monitoring achievement against the three key elements of increased access to education. The Plan will be reviewed at least annually, and as required with experience.

In evaluating the Plan's success, the SENDCO shall consider some or all of the following:

- (a) Is there evidence of greater satisfaction by disabled pupils and pupils with SEN and their parents with the provision made by the school and their participation in it?
- (b) is there evidence of greater involvement of disabled pupils in the school's daily life?
- (c) are the staff confident in teaching and supporting pupils with SEN and disabled pupils with a range of needs?
- (d) is there is a discernible improvement in the physical environment of the school?
- (e) is information for pupils available in a range of formats?

4. CONCLUSION

St Peters Catholic College is committed to a whole school aim of inclusion, and for its approach to disability to be less of an individual plan but rather a continuous thread running through the School's plans, procedures and policies, including capital works and premises management, the curriculum, ICT, staff training and other associated services.