



“Learn, *sparkle* & shine...”

St. Peter's C.E. Primary School - Farnworth

Accessibility Plan 2025-2028

1. Purpose

Under the Equality Act 2010 schools should have an Accessibility Plan.

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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At St. Peter's C.E. Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The St. Peter's C.E. Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. 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.

3) St. Peter's C.E. 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.

4) The St. Peter's C.E. 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 disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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.

5) The St. Peter's C.E. Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) 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.

7) This Accessibility Plan should be read in conjunction with the other school policies, strategies and documents

- ♣ Special Educational Needs Policy
- ♣ Behaviour Management Policy
- ♣ Curriculum Policies
- ♣ Fire and Emergency Evacuation Plan
- ♣ Health & Safety Policy
- ♣ School Improvement Plan
- ♣ Teaching and Learning Policy

8) 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.

9) The terms of reference for governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority and Diocese in developing and implementing this Accessibility Plan.

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



St. Peter's CE Primary, Farnworth

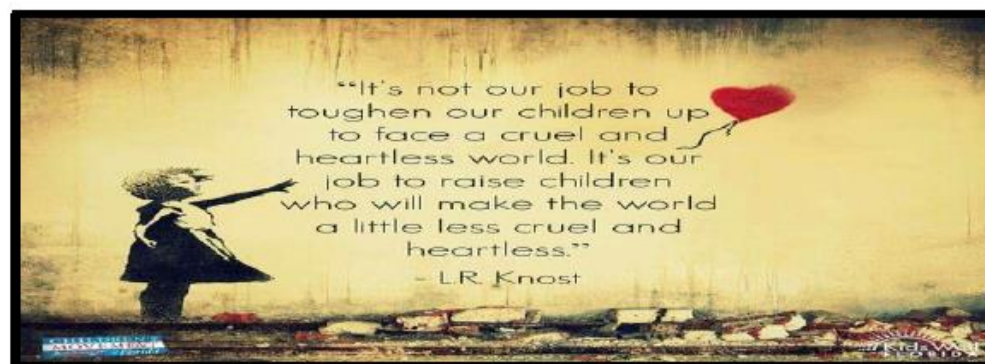


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

"For I know the plans I have for you", declares the Lord "plans to prosper you and not to harm you, plans to give you a hope and a future." Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is **knowing who I am, what I love** and **being proud to be me.**

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5;16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

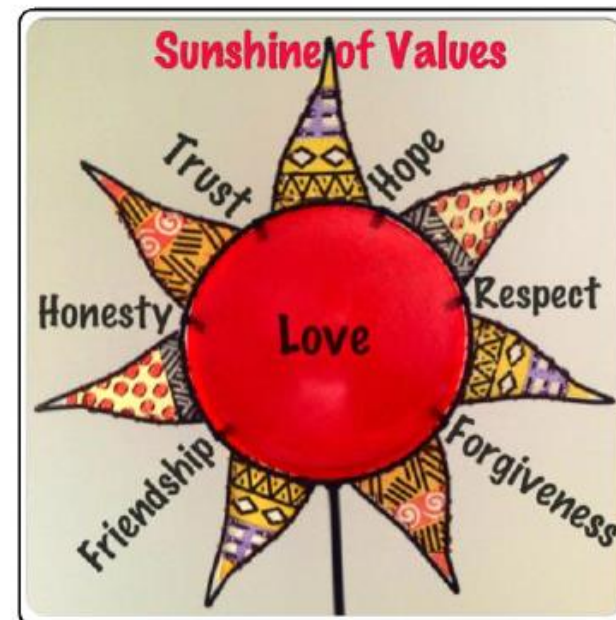
Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Access Audit

The school is a two storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift, which can accommodate a large wheelchair that is maintained on a regular basis through a service agreement with Gartec Ltd. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage, one outside the Hall and one on the upstairs KS2 corridor. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese

Action Plan

General information gathering

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records ensuring school's awareness of any disabilities and information collected about new children is accurate, stored securely and is accessible and shared as required.	Use of CPOMs to store information Electronic data collection system for new pupils and linked to Arbor. Ensure the following processes and procedures take place in a timely manner and information updated and shared as needed. • Records passed up to each class teacher via CPOMS. • End of year class teacher meetings • EHCP Annual reviews • IEP meetings and provision maps updated • Medical forms updated annually for all children • Personal health plans • Significant health problems • Pupil based risk assessments	Annually	Class teachers SNAs Outside agencies SLT Office staff	Each teacher/staff member aware of disabilities of children in their classes
To liaise with Nursery/pre school providers to review specific needs of potential intake for future cohorts	To identify pupils who may need additional to or different from standard provision for future intakes and make adjustments as required	Each intake	HT EYFS teacher	Procedures/equipment/ ideas set in place by Sept for that intake.
To review all statutory policies to ensure that they reflect inclusive	To comply with the Equality Act 2010	Ongoing as legislation changes and	HT All subject leaders	All policies clearly reflect inclusive practice and procedure in line with latest

practice and procedures		is updated.		legislation
To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel to meet needs of pupils, particularly as personnel in outside agencies change. e.g school nurse SALT Occupational therapist	Ongoing	HT TAs Outside agencies	Clear collaborative working approach using specialist information and advice for the benefit of meeting pupils curriculum needs in the mainstream school.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure full access to the appropriate curriculum for all children. (particularly those with SEMH/ASD)	Employment of specialist advisory teachers where necessary A differentiated curriculum with alternatives offered and reasonable adjustments made. The use of "engagement model" to assist in developing learning opportunities for children and also in assessing progress in different subjects A range of support staff including trained teaching assistants;	Ongoing	Teachers SENCO Ladywood Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum. Reasonable adjustments made to ensure children can access the curriculum as needed to meet their needs.

	particularly in management of children with SEMH Use of ICT equipment as required Specific equipment sourced from occupational therapy Dinner time and playtime facilities for those children who struggle to engage cooperatively at unstructured times. Provision of the 'sparkle room' nurture group for pupils who need a higher level of support to access a mainstream curriculum.			
To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
To promote the involvement of disabled students in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Screen magnifier software for the visually impaired • Coloured overlays or coloured paper for pupils with specific learning difficulties eg. dyslexia	Ongoing	Whole school approach	Variety of multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

	Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.			
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Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Review physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
Review visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of IEP process Undertake confidential survey of parents, staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed in line with the medical needs policy	With immediate effect to be constantly reviewed	Head Teacher SBM Occupational health	Medical needs policy will be in place and adhered to.
Ensuring disabled parents have every opportunity to be involved	• Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children Walking bus to continue. Regular communication re parking and safe streets	Ongoing	PSHE Co-ordinator SMT	No accidents