

Aim and Purpose

This Accessibility Policy outlines our commitment to meeting the requirements of the Equality Act 2010 and ensuring that our school is a place where every pupil can thrive. Through this plan, we aim to increase the extent to which disabled pupils can participate fully in the curriculum, improve the physical environment to support their access to education and school life, and enhance the availability and delivery of accessible information. Our intention is to remove barriers, promote inclusion, and ensure that all pupils are able to take full advantage of the education, facilities, and services we provide. The requirements of the Equality Act 2010 are particularly relevant to St Peter's RC High School because they are underpinned by the common key themes:

- **Legal compliance:** Ensures the school meets its statutory duties under the Equality Act 2010 and SEND code of practice, protecting the rights of disabled pupils and avoiding discrimination.
- **Inclusive Catholic ethos:** Supports the school's mission to uphold dignity, equality, and inclusion for every young person in line with its Roman Catholic values.
- **Community needs:** Reflects the diverse needs of the community by removing barriers so all pupils can access the curriculum, facilities, and information fully and fairly.
- **Collaborative working:** Promotes close partnership with disabled pupils and their parents/carers to create appropriate provision through effective and robust planning.
- **Adapting to the needs of all:** Strengthens the confidence and expertise of teachers and support staff in teaching and supporting a wide range of disabled pupils.

Our school aims to treat all students fairly and with respect. This involves providing access to the physical environment and curriculum, and opportunities for all students without discrimination. Where necessary, reasonable adjustments are put in place in line with our school policies, of which all students are expected to adhere to.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

St. Peter's RC high school is accessible for all. We have lifts on every floor, ramps for access, each access door is automatic with the press of a button, disabled toilets on all floors, a physiotherapy room and hygiene suite. This policy complies with our funding agreement and articles of association. We make reasonable adjustments to alleviate any disadvantage through quality first teaching, training for all staff, ensuring all staff have information regarding student needs and adjusting the environment to suit the individual's need

St Peter's Offer:

At St Peter's RC High School, we are committed to ensuring all students with Special Educational Needs or Disabilities (SEND) can access a broad, balanced and ambitious curriculum. Provision is shaped by individual need, with every effort made to include students within mainstream lessons alongside their peers.

Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision already in place. Current support includes:

- Early identification of SEND through close collaboration with feeder primary schools and a thorough transition process, supported by one-page profiles and the SEND register.
- Ensuring all staff are fully informed about the needs of students in their care, including sharing progress data, medical information and relevant external agency reports.
- Actively listening to the views of students and parents/carers and incorporating these into planning, support and wider school life.
- Providing whole-school awareness-raising activities to help students understand the range of disabilities within the school community and promote an inclusive culture.
- Offering ongoing staff training on SEND and effective teaching and learning strategies, including specialist input from our autism provision.
- Delivering increasingly specialised in-class support from trained Teaching Assistants (TAs) and specialist teaching within our resourced provision.
- Providing targeted specialist interventions across all four areas of SEND: cognition and learning; communication and interaction; social, emotional and mental health; and sensory and physical needs.
- Collaborating with external specialists such as Speech and Language Therapists, Occupational Therapists, Physiotherapists, School Nurses, and the Hearing Impaired Service to adapt teaching approaches, environments and curriculum access.
- Implementing appropriate access arrangements for internal and external examinations to ensure fair and equitable assessment.

- Setting personalised targets for students with SEND and monitoring progress carefully to ensure expected and, where possible, accelerated progress.
- Offering enhanced, structured transition programmes for vulnerable learners moving between key stages or educational settings.
- Providing regular SEND-focused training delivered by our specialist team to further develop staff expertise.

Action Plan

Accessibility Aim	Accessibility Outcome	objective	Who responsible	Long, medium or shortterm	Time Frame	Notes
To improve and maintain physical access to all areas in the school for all students with a disability	Corridors are able to be accessed by all students and students to feel safe and confident when in the corridors.	Ensure all corridors remain free from obstacles and provide enough space for students using mobility aids to move through safely. Install clear signage (directional signs, safety reminders) so students can navigate independently and confidently. Provide consistent adult presence in busy corridor areas during transitions to support students who may feel anxious or overwhelmed. Maintain well-lit corridors to increase visibility and reduce falls or collisions.	All staff	LT	ongoing	Pupils to leave lessons three minutes before the bell to allow them to get to the next lesson/break/lunch with clearer access. Inclusion team administer passes and review these on a half termly basis, with the aim to remove from the majority of students by the end of Y11 in preparation for next stages and independence. Passes will be taken away if abused.

	Doors- Students are able to open the doors independently, this will allow students to have the same access as their peers at all times. Some students are given fobs to gain access to lifts and specific doors	Most of the internal doors are fitted with push button openings to promote independence. Ensure they are all working to be maintained regularly by site staff. Lifts and some doors require key fobs for access. Provide clear instructions and guided practice on how to use fobs safely and correctly. Ensure students understand when and where their fob should be used to maintain school safety protocols.	Monitored by site staff and Inclusion team	LT	ongoing	Pupils are able to access the door openings and use the lift fob independently.
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	Dining - students who have a physical disability are able to sit in the canteen with their peers. Students with conditions that are affected by weather conditions also have automatic access to the lunch clubs and are able to access a warm area during break and lunchtime. Students have access to a quieter area in the patio away from the canteen where they can eat their lunch.	Provide designated accessible seating spaces that accommodate wheelchairs or mobility aids, ensuring at least one appropriate space per table cluster. Maintain unobstructed routes to tables, serving areas, and exits so students can move freely and independently. Ensure staff are available to assist with carrying trays or navigating busy areas, with the aim to reduce support as independence increases. Review the dining layout each term to ensure it remains	Monitored by Inclusion staff and Canteen staff	LT	ongoing	Pupils will go to the Dining Room via an internal door. Wheelchair access at ends of tables. Pack lunch students are able to eat in an alternative area (patio) which reduces the numbers in the canteen and is less crowded and noisy for the students who have sensory difficulties
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		accessible as numbers or needs change Patio area for less crowded area for students to eat lunch. Reasonable adjustments are made for some students who significantly struggle with eating around others by the resourced provision teacher. Breakfast club in resourced provision- low stimulus and allows for a smooth transition for the beginning of the day. Library access passes given. Ensure indoor lunch club spaces remain available, heated, and supervised during every break and lunchtime. Ensure all relevant staff (duty staff, lunchtime supervisors, reception) are informed of which students need automatic access.				
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Technical subjects	Pupils will be able to access cookers, sinks and specific pieces of engineering equipment. Some students may have to use manual equipment and not electrical if have specific needs.	Support when required in all lessons. Alternatives to mechanical equipment such as a manual equipment to be used for safety such as a manual saw. In Sewing students to use the footplate for sewing machine as a hand plate. Adaptive kitchen tools to be used in cooking so students can access all parts of the lesson	Monitored by Inclusion staff and Faculty lead	LT	ongoing	Pupils will have the autonomy to say what assistance they need. Low level tables will be provided to enable Pupils independence. Adaptations need to be made through quality first teaching to ensure the students is able to access the lesson
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PE – not in the main school building	Pupils are able to access all PE Lessons. Students to feel safe when using the Zebra crossing. Teachers to facilitate the crossing over to PE. Ramps into PE for wheelchair access. Some students have access to a smaller changing room over in P.E.	Students able to access all areas of wider school and participate in the full curriculum	Some pupils escorted to P.E. by a Teaching assistant. P.E. staff support with crossing the road.	LT	ongoing	Occupational Therapist and Teaching assistant have assessed pavement and ramp risk.
Lifts	Pupils to have their own lift fob so they can access the lift independently. All Students trained on an emergency (fire and lockdown procedure) just in case, staff to be aware of all students who have a lift	one person responsible for administering lift fobs. The inclusion TA trains students alongside site staff in case of emergency. Provide termly fire and lockdown procedure training	Kieria Hibbert/ Sandra Gray/ site team Kate Holden	LT	ongoing	Teaching assistants to be trained in fire and lockdown safety and not allow students to use the lifts during a fire or lockdown. All

	pass and a designated fire officer and safeguarding lead in charge of students that are in a wheelchair or cannot access the stairs.	to all students with lift passes, including practising the use of safe refuge points. Ensure all staff are informed of which pupils hold lift passes and who the designated fire officer and safeguarding lead are for mobility-impaired students.				students are assigned their own lift pass. In case of lockdown student to access the closest room available and follow the lockdown procedure.
Improve access of information available to parents of SEND students	Website is updated each term with information for parents/carers. Parents/carers to feel informed regarding the education of their child.	Regular updates of the website. SEND information shared in the termly parent newsletter Include clear and accessible information regarding students' learning programs, support provisions, and assessment updates so parents can understand their child's educational progress.	Inclusion/ Stacey Mansfield	LT	ongoing	Parents to feel confident to access information easily on the website.

	Parent Voice- Parents to feel informed and know who to contact in school. To Increase parent voice within school and the wider community.	Termly parent/carer coffee mornings, where parents can seek necessary support for their child and voice their concerns. Key staff from inclusion to meet with all EHCP students and be available for any parental meeting involving a student who has a disability. SENDCo to work closely with all external agencies and implement best practice/ individual programmes in the school environment SENDCo available at all parent evenings and involved with the y7 transition. Ensure all parents receive regular updates via newsletters, emails, or an online portal, clearly listing key contacts (e.g., class teacher, SEN coordinator, pastoral staff) and their roles. Encourage parents to participate in school events, committees, or local community initiatives, promoting partnership and giving them meaningful ways to influence school decisions.	S Phillips/K Holden	LT	ongoing	For parents to feel heard and have an active role in the development of the school and SEN policy and school practices.
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	Transition- Parents to feel that transition Preparation is in place for next phase of education. (progression regardless of ability towards end outcomes also Transition reviews and Connexions access)	All students to be able to access Careers support from Y7. Provide students and parents with access to external agencies (e.g., Connexions, career advisors) to explore options, vocational pathways, and further education opportunities, ensuring informed decision-making regardless of ability. Careers adviser to attend all annual reviews from y9 upwards. Careers adviser to meet with all students before there transition to post16 Careers adviser to create a career plan document for students highlighted by the Inclusion team or parents	S Phillips/ K Holden/ P.Vourliotis	LT	Ongoing	For parents to feel supported through the transition process and feel confident that the right support will be in place for their child to ensure a successful transition/placement.
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To Improve access to the curriculum for all SEND students	lessons to provide opportunities for all pupils to achieve-adapted Lesson Plans/resources Inclusivity-All pupils are expected to take part in music, drama and physical activities with adaptations in place where necessary. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. Assistive technology- students to be provided with assistive technology where appropriate for students with disabilities. Physical aids- students to be able to have equipment they can use in lessons such as high/low rise tables, kitchen aids etc so they can partake in all areas of the curriculum Communication methods- school to use a range of communication methods to	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs. Adapt lesson plans and provide resources (digital, tactile, visual) to ensure all students can engage and achieve. Ensure all pupils can take part in music, drama, and physical activities through necessary adaptations and support. All students will be screened for literacy difficulties, and significant difficulties will be addressed through a literacy intervention programme. Identify and provide appropriate assistive devices (e.g., speech-to-text software, alternative keyboards). Ensure students and staff are trained to use assistive technology effectively. Ensure all students that require access arrangements have full access to reading pens, Read write programme and laptops.	S.Phillips/K.H olden/A.Glennon/ C.pheaseyS.Gray / site team	LT	ongoing	For Students to make expected or better progress. Regular Learning Walks ensure this is embedded in lessons. Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs. Staff training in place to ensure the learning and physical needs of all students are met
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	ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations Assessment and exam arrangements given to students who require this.	Identify students needing adjustments (extra time, readers, scribe) and implement them consistently. Ensure all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students. SENDCo to share all relevant health plans, safety plans and risk plans with necessary staff. Plan and deliver bespoke training opportunities with outside agencies when the need arises				
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To improve access to the wider curriculum	TRANSPORT TO AND FROM THE VENUE- Ensure the vehicle has space for the pupils to access the seats, including space for manual transfers and support Ensure staff are trained to use specialized equipment such as tail lift. Ensuring risk assessment of venue is completed prior to trip in accordance with the venues policies.	Ensure that vehicles used for trips have adequate space for all pupils to access seats, including manual transfer areas, with confirmation through a pre-trip vehicle check. All site staff and driver are trained to use the specialized equipment within the van and know how to remove seats to create space. All trips in minibus to be with two staff minimum Complete a detailed risk assessment for each trip venue prior to departure, following the venue's policies, and document that identified risks are mitigated before the trip begins.	Site staff/ driver	LT	ongoing	For Students to be able to access the wider curriculum and not be excluded from any external trips that will enhance their educational, personal or social development.
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	SCHOOL-HOME TRANSPORT- students with SEND not to be excluded from trips, unless there is a safeguarding concern. If the pupils are taken home by LA transport ensure alternative arrangements with parents are made within enough time of the trip happening	Parent/carer to have enough time prior to a trip taking place to ensure they can implement alternative arrangements in case of emergency. Ensure that no student is excluded from a trip unless there is a documented safeguarding concern. Monitor and record any instances to ensure compliance.	Trip organiser Safeguarding team	LT	Ongoing	
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Support for Parents and Carers: St Peter's RC High School is committed to ensuring that all parents and carers can access school facilities, information and communication effectively. Any parent or carer who requires additional support or adjustments is encouraged to contact Reception, who will arrange the necessary provisions.

Examples of available support include (but are not limited to):

- Access to a quiet, low-sensory appointment slot during Parents' Evening
- Translation or interpretation services
- Alternative formats or methods for receiving school letters and information
- A chaperone for school events
- Support with literacy or numeracy where needed