



School Accessibility Plan & Policy

At St Peter's we believe that all our Christian values stem from Love. The Love that God has for us, that we have for God and that we show each other

Approved by:	F&R/FGB	Date: 21.1.2026/24.3.2026
Last reviewed on:	January 2026	
Next review due by:	January 2029	

Aim

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This is in keeping with our overarching statement that at St Peter's we believe that all our Christian values stem from Love - the Love that God has for us, that we have for God and that we show each other.

This 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. Whilst not an exclusive list, these partners will include:

- ❖ Occupational Therapists and physiotherapists
- ❖ Speech and Language Therapy
- ❖ Foreland Inclusion Service
- ❖ Child and Adult Mental Health Services (Orchard House)
- ❖ Early Help Intervention Services
- ❖ Social Services
- ❖ Private counselling services

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. However, we are always keen to work together with our stakeholders in improving our provision and we are happy to have further input from parents, carers, children and partner services to further develop this plan.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- At St Peter-in-Thanel CE Junior School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is in keeping with our school's Christian ethos and its values which aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all our pupils

Links with other policies

This accessibility plan works alongside the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Equality Accessibility Plan 2026

Aims and Actions can be Ongoing – something we do all the time or every year – or can be Developmental – a specific set of actions we have taken to improve or change something for a specific child or circumstance.

This plan considers the following three areas –

- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Increasing the extent to which pupils can participate in the school's curriculum by securing relevant staff training, ensuring appropriate classroom organisation and differentiating the curriculum.
- Improving the knowledge of staff regarding disability issues and the ways and means to help children overcome barriers to access or learning.

Aim	Actions taken to maintain or improve the physical environment	Person responsible	Date to complete actions by	Success criteria
Set up 'The Hive' – a new safe space for children who struggle with self-regulation	Repurposing an unused classroom as a calm, welcoming space supporting children with anxiety/autism/emotional needs. Soft lighting, sensory-friendly layout, and flexible seating reduce stress and overstimulation. A predictable, supportive environment promotes emotional regulation, inclusion, and wellbeing, helping children feel safe, included and ready to learn.	JC SENCOs	Easter 26 then on-going	Safe and welcoming space allows children to start the day successfully and provides a retreat when needed through the day
Improve aspects of the outside physical environment to provide calm and reflective spaces	Continue the planting of the new sensory garden to provide plants and flowers that produce scent and tactile sensations. Utilize the 'forest area' as a space for reflection, connection and spirituality	PC PI	Spring /Summer 2026/27	Child can safely manage all aspects of school life without any elements of the physical environment having a negative effect and there are spaces outside for children to be calm and self-regulate.

Reduce 'sensory overload' issues within the classroom	Furniture purchased to be of a neutral and consistent colour Backing paper and displays are not over-stimulating	TW/HP Class teachers	Ongoing	Classrooms will be visually calm
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Aim	Actions taken to increase access to the curriculum	Person responsible	Date to complete actions by	Success criteria
Ensure whiteboard lesson content is as accessible as possible	Ensure whiteboards set to high resolution and dyslexia friendly background	Class teachers Fluidity	On-going	Visually impaired and dyslexic children will be more able to access information from the classroom interactive whiteboards

Aim	Actions taken to improve staff knowledge about disabilities	Person responsible	Date to complete actions by	Success criteria
To ensure that the school stays in line with any changes in legislation or best practice guidelines	SENCo, Headteacher, SBM and Governors to regularly attend KCC Briefings and Updates	THW JG/NN HP Govs	Ongoing	School stays compliant and at the forefront of best practice at all times

TAs to have increased knowledge of specific areas of learning difficulties	All TAs to take part in ongoing research on a specific area of learning difficulty	MP TAs	Ongoing	TAs will have improved knowledge and will be better able to support the learning of specific groups of children
Teachers to be aware of 'cognitive load'	Teachers remove unnecessary information from whiteboard pages and worksheets to reduce the cognitive load for children	MP Teachers	Ongoing	Children's tasks are visually uncluttered and allow the children to focus clearly on the task intended
Teachers to develop knowledge of specific areas of children's learning difficulties	SEND and Safeguarding to be regular aspects of staff meetings, vulnerable children to be a focus of Pupil Progress Meetings and at the forefront of provision mapping for specific interventions	MP Teachers	Ongoing	All teachers will be aware of any child with specific barriers to learning and will work to ensure these barriers can be successfully overcome