



# St Peter's High School

## School Accessibility Plan

### AIMS

The mission statement of St Peter's commits the school to treat people as of infinite worth in the eyes of God, and to strive towards full access to the curriculum for all students, existing or prospective. The Equality Act was a harmonising piece of legislation that seeks to protect people from discrimination at all and on the basis of the following protected characteristics, Age, Disability, Gender reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or belief, Sex, sexual orientation. It also means that the school will improve all aspects of accessibility of academy life for disabled students.

The organisation is free to organise students in age groups and to treat them in ways appropriate to their age and stage of development deemed appropriate to deliver the curriculum.

### 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](#). We have also consulted the Catholic Education Service's [Equality Act 2010 – Guidance Note for Catholic Schools](#).

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.



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### ACCESSIBILITY INTENTIONS

1. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. On an on-going basis we will improve the the accessibility of provision for all Students, staff, visitors and hirers to the school over time. The Accessibility Plan will contain relevant actions to:
  - a. Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these students in accessing the curriculum
  - b. Improve access to the **physical environment** of the school, adding specialist facilities as necessary and where appropriate. This covers improvements to the physical environment of the school and physical aids to access education.
  - c. Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. Examples might include coloured handouts, enlarged timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Action Plan for physical accessibility relates to an environmental audit by the advisory teaching service attached to Gloucestershire LA. It may not be feasible to undertake some of the works in the immediate future and they form aspirational plans for future building projects.



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### MONITORING AND RELATED POLICY

This policy, and plan will be reviewed every three years, or where necessary, and will be reviewed by the Board or Governors and relevant Committees, which will include but is not restricted to, the Full Governing Body, The Health and Safety Committee, the Resources Committee.

It may be useful to read this policy in conjunction with:

- Health and safety policy
- SEND policy
- Supporting pupils with medical conditions policy



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### IMPROVING PHYSICAL ACCESS

Item	Specific actions	Timescale
Steps/stairs	<ul style="list-style-type: none"> <li>All stair nosing to be coloured yellow except where the stairs have no destination, e.g., at the Barn, where they will be Red</li> <li>All steps to be indicated at top and bottom by either tactile flooring or use of colour</li> <li>All internal steps nosing to be coloured yellow</li> </ul>	Ongoing as funds allow
Handrails	<ul style="list-style-type: none"> <li>Handrails should be extended beyond top and bottom of steps wherever possible.</li> <li>Additional handrails to ensure that all stairs have handrails on either side</li> </ul>	Ongoing as funds allow
Ramps	<ul style="list-style-type: none"> <li>To be clearly indicated at the top, bottom and across by tactile floor covering or contrasting colour</li> <li>Additional ramps created to ensure access to all new areas of the school e.g., Technology</li> </ul>	Ongoing as funds allow
Paving	<ul style="list-style-type: none"> <li>Paving edging/drops around school need highlighting or filling in e.g., around science or classrooms backing on to the car park</li> <li>Loose paving to be restored</li> </ul>	Ongoing as funds allow
Doors and windows	<ul style="list-style-type: none"> <li>Doors and windows should not protrude but where they do the visible edge should be highlighted</li> <li>Raised thresholds to be highlighted</li> </ul>	Ongoing as funds allow
Signage	<ul style="list-style-type: none"> <li>Any additional signage to be clearly contrasted and have symbols included</li> <li>All signage to be in a matt finish to avoid glare</li> </ul>	Ongoing as funds allow



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Lighting	<ul style="list-style-type: none"> <li>• Additional lighting to ensure all areas well illuminated e.g., walkways, DT tunnel, rooms</li> <li>• Roof lights to be filled in or blinds fitted</li> <li>• Blinds/anti-glare glazing renewed in classrooms</li> <li>• Lighting should not emit sound</li> </ul>	<p>Ongoing as funds allow</p> <p>Replacement of blinds is on-going – reviewed every half term</p> <p>LED lighting project planned for Summer 2026</p>
Floors	<ul style="list-style-type: none"> <li>• Floors should be non-slip</li> <li>• Floors should be matt in finish</li> </ul>	As funds allow.
Furniture	<ul style="list-style-type: none"> <li>• Furniture should contract with its surroundings</li> <li>• Anti-impact precautions should be fitted</li> </ul>	As funds allow
House-keeping	<ul style="list-style-type: none"> <li>• Equipment is to be stored neatly</li> <li>• All circulation and common areas are to be sterile</li> <li>• Classrooms should be free from clutter</li> <li>• Where possible learning areas are to have a similar layout</li> </ul>	Whole school expectation

### IMPROVING CURRICULUM ACCESS

Item	Action(s)	Outcome(s)	Timescale
Differentiated curriculum	<ul style="list-style-type: none"> <li>• Undertake audit of staff training requirements</li> <li>• INSET: Quality First Teaching</li> <li>• INSET: differentiation</li> <li>• Evaluation of curriculum provision</li> <li>• Assisted technology investigated as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers are able to meet the requirements of disabled children's needs with regard to accessing the curriculum</li> <li>• All students make expected progress</li> <li>• All students undertaking an appropriate curriculum</li> </ul>	On-going



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All additional activities are planned to ensure potential participation by any student	<ul style="list-style-type: none"> <li>Review present provision to ensure accessibility and compliance</li> </ul>	<ul style="list-style-type: none"> <li>All additional activities are more able to meet the needs of disabled children</li> <li>Additional activities offered enhancing our inclusive community</li> </ul>	On-going
Classrooms are optimally organised to promote the participation and independence of all students	<ul style="list-style-type: none"> <li>Review and implement a preferred layout of furniture and equipment to support learning according to individual areas</li> </ul>	<ul style="list-style-type: none"> <li>Staff awareness of what a fully inclusive classroom is enhanced</li> <li>The learning environment for all students is appropriate and learning experience is enhanced</li> </ul>	On-going
Awareness of all disabilities/needs that present in the community e.g., visual impairment, head injury, autism	<ul style="list-style-type: none"> <li>Training/INSET for all staff, Governors and selected groups on the disabilities and additional needs apparent in the community</li> </ul>	<ul style="list-style-type: none"> <li>Staff knowledge developed</li> <li>Teaching and learning enhanced</li> <li>Community is fully inclusive</li> </ul>	On-going

### IMPROVING COMMUNICATION

Item	Action(s)	Outcome(s)	Timescale
Availability of written material in alternative formats/languages	<ul style="list-style-type: none"> <li>Website includes necessary material in additional language(s)</li> <li>Key communication for specific families is translated or provided in alternative and accessible formats e.g., letters, Head's Blog, Prospectus</li> </ul>	<ul style="list-style-type: none"> <li>All students, prospective students and their families are able to fully participate in our enhanced inclusive community</li> </ul>	On-going
Raise the awareness of adults working at and for the school of	<ul style="list-style-type: none"> <li>Audit of communication processes</li> </ul>	<ul style="list-style-type: none"> <li>Greater awareness of our ability to</li> </ul>	On-going



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the importance of good communication skills and systems	<ul style="list-style-type: none"><li>• INSET/training of all staff</li></ul>	communicate as an inclusive community	
		<ul style="list-style-type: none"><li>• All students, prospective students and their families are fully informed and included</li></ul>	

*This document has been compiled with reference to the Equality Act 2014*