



St Peter's C of E Primary Academy Mansfield

Accessibility Plan

Policy:	Accessibility Plan
Approved by:	Local Governing Body
Date:	
Review Cycle:	Three yearly

Version	Date	Author	Changes
2025	09.09.25	Joanna Kaluza	Added concentration support, dualcoding and ADHD toolkit. Behaviour plans changed to regulation plans. Added physio and OT advice. CUTE plan, Language Link, audio tech added. EAL- Bell Foundation. Updates short, medium and long term targets.

At St. Peter's CofE Primary Academy Mansfield, we endeavour to create a positive, inspirational and nurturing experience in an environment of mutual respect. This is embedded in our inclusive Christian community where we welcome families of all faiths or none. We ensure that everyone is valued and encouraged to reach their full personal and academic potential. We provide a broad, balanced and creative curriculum to thoroughly prepare children for life in the modern world.

1. Aims

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.

St. Peter's CofE Primary Academy Mansfield aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request.

St. Peter's CofE Primary Academy Mansfield 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.

St. Peter's CofE Primary Academy Mansfield'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.

2. 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.

Access for all: additional agency/staff support			
Objective: To ensure all children have the same opportunities			
Action	Lead	Monitoring	Action Needed
1. Problems with co-ordination and or concentration.	Occupational Therapist/Physiotherapist/ SENCo/ SENCo Support TA/Class teachers	Participation in Fun Fit course with parents consent to help improve fine and gross motor skills and with identification prior to any referral to occupational therapy. Dualcoding to support children with tasks. ADHD toolkit.	Parental consent/Referral to occupational therapy department if appropriate through observations.
2. Behaviour problems.	All Staff/Behaviour Support/Identified staff members for individuals with regulation plans.	Informal conversations with parents/ daily and or weekly logs sent home (communication book). Adapting timetables and environment to support self-regulation. Using children's interests to motivate.	SEN support plan identifying behaviour/referral with parent's consent/observations/following individual regulation plans/learning environment assessment.

3. Physical disability.	All Staff/Physical disability support services. Physio/Occupational Health Advice.	Class teacher re changes in physical ability.	Possible SEND Support plan /Referral with parental consent/changes as appropriate to environment etc.
4. Medical condition/diagnosis.	Physical disability support services/School nurse/Other relevant medical professionals.	All Staff.	Care plan/information for all staff/medication with consent for administration as appropriate. Staff training as appropriate. CUTE plan.
5. Speech & Language difficulties.	All Staff/Speech & Language therapist.	Class teacher/SENCo/ Speech & language therapist.	Parental consent/referral to speech & language therapist/Language Link assessment.
6. Selective non-speaker	Class teacher/speech & language therapist/ Educational psychologist.	Class teacher/speech & language therapist/SENCo/SENCo Support TA/ Educational psychologist /Dualcoding/AAT technology	Parental consent/referral to Speech & language/Ed Psychologist for observations.
7. Delayed educational development.	Class teacher/ SENCo/ SFSS/Medical professionals.	Class teacher/SENCo/SFSS	Parental consent/Observations/Referral as appropriate.

Access for all the : Classroom/written word			
Objective: To ensure all children have the same opportunities			
Action	Lead	Monitoring	Action Needed
1. All work to be differentiated to ensure all children can achieve.	All Class Teachers	Head Teacher/AHT/subject co-ordinators	Regular work scrutiny/samples/observations
2. 2. Use technology to enhance learning:	All Teaching/support staff	Head Teacher/AHT/subject co-ordinators	Work/classroom practice scrutiny.

Coloured backgrounds on interactive whiteboards, overlays for reading, talking tins, tablet / laptop			
3. To use grouping of children. Identify specific needs and decide which programme will be followed.	Individual class teachers/ Teaching assistants/ SENCo	Class teacher/SENCo	Appropriate groupings/monitoring of the provision provided. SEN support records.
4. Identify additional needs of individual children by: School targets criteria	Head Teacher/ Assessment co-ordinator/SMT/Individual class teachers/SENCo	Assessment & Subject co-ordinators/SENCo	Completed SEN grids: SP/Concern/Monitor
5. Ensure all written work can be read; use appropriate font on work sheets/coloured sheets if appropriate/appropriate writing implements e.g. triangular pencils/pens	All Staff	Head Teacher/AHT/class teachers	Provide appropriate materials for each lesson.
6. Ensure that all children including SEND Plans children have an awareness of their individual targets.	All Class Teachers	SENCo/SENCo Support TA	Talk through individual targets
7. Use visual timetables for all the children.	All Class Teachers	SENCo/SENCo Support TA	Displaying a class visual timetable/individual pupil timetable as appropriate.
8. Use signs and symbols as appropriate.	All Staff in school	SENCo/SENCo Support TA	Appropriate training/assess to a copy of the signs and symbols documentation.

9. Help individuals with concentration and or co-ordination difficulties.	SENCo/SENCo Support TA	SENCo/SENCo Support TA/occupational therapist if appropriate.	Delivery of Fun Fit programme to identified individuals. Dualcoding ADHD toolkit
10. Provide support for children with EAL – additional reading sessions/language cards (if appropriate)/relevant support staff	All Class Teachers	SENCo/SENCo Support TA/individual class teachers	Provide language support for identified individuals. Use visual timetables/activity cards/word and picture cards. Bell Foundation assessment.

SHORT TERM

Targets	Strategies	Outcomes	Time line	Lead personnel	Monitoring	Intended Impact
Train all staff to use widget	SENDCo to deliver CPD on Widget	Teachers and Teaching Assistants will use Widget to support teaching and learning	Summer 2025 (Teachers) September 2025 (Teaching Assistants)	SENDCo	SENDCo through observation and feedback	Enhanced teaching adaptability and increased pupil independence.
To train a member of staff to deliver Fun Fit	Fun Fit training	To develop coordination.	2025/26	SENDCo	SENDCo	Improved motor skills and physical development for pupils with coordination difficulties.
To ensure OPAL provides high quality play for pupils in wheelchairs	Training from OPAL consultant	Pupils in wheelchairs are engaged in freely chosen and intrinsically motivated play.	Sept 25 onwards	SENDCo OPAL coordinator Play team	SENDCo OPAL coordinator Play team	Improved play literacy. Pupils in wheelchairs are fully included in play times.

MEDIUM TERM

Targets	Strategies	Outcomes	Time line	Lead personnel	Monitoring	Intended Impact
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For the school to begin to develop a uniformed approach to having appropriate Widgets in every area of school	SENDCo to update staff through meetings and coordinate production and display of signs and symbols.	Visual timetables and signs/symbols are consistently available to support pupils' learning and navigation.	Staff meetings - update for teachers with regards to putting up displays. Widgets around school to begin from January 2026	SENDCo All staff	SENDCo SLT	Improved accessibility and understanding for pupils, particularly those with SEND or EAL.
Ensure all classroom work is adapted and accessible to meet diverse pupil needs.	Regular work scrutiny, use of technology (coloured backgrounds, overlays), use of scaffolds and manipulatives, and appropriate grouping.	All pupils can engage with the curriculum effectively.	Ongoing	All staff SENDCO AHTs	HT and AHTs through scrutiny, observations and monitoring.	Increased pupil participation and achievement across all abilities.
LONG TERM						
Targets	Strategies	Outcomes	Time line	Lead personnel	Monitoring	Intended Impact
To embed whole school accessibility culture	Ongoing staff training on equality and disability issues, regular review of accessibility plans, and incorporation into school policies.	Accessibility is a core part of school ethos and practice.	Ongoing	Headteacher, Governing Body, SENDCO	Governing Board through policy reviews and school improvement monitoring.	Sustained inclusive environment supporting all pupils' participation and success.

4. 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 board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives statement for publication
- Special educational needs (SEN) information report