



St Peter's Primary School

Accessibility Plan

St Peter's Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

St Peters Accessibility Plan

Date: 16th January 2026

This Accessibility Plan applies to St Peters Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Shital Amin

This plan was approved by the Governing Body on: 16th January 2026

This plan is due for review by: 15th January 2027

St Peters Primary Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of St Peter’s to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

St Peter’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

St Peter’s Primary School

St Peter’s is a diverse and inclusive, two form entry school in South Croydon. The school is a split-level building - where both levels have access to the ground floor. There is a lift in the building to access the floors internally and disabled toilet facilities are available on both floors and a wet room attached to the ground floor disabled toilet.

St Peter’s School’s vision for disabled pupils:

St Peter’s Primary School is committed to providing a fully accessible environment which 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 and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance

and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day-to-day life of the school and benefit from the learning experiences we provide

We are a values-based school and our six core values underpin everything that we do:

- **Care**
- **Respect**
- **Empathy**
- **Aspiration**
- **Tolerance**
- **Equality**

Our School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Our aim at St Peter's 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.

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<p>SEND and Medical register and information on children with additional information to be updated regularly.</p> <p>Early identification of SEND needs following St Peter's SEND pathway.</p>	<ul style="list-style-type: none"> SEND and Medical needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class. All relevant Teachers and TAs will receive training to support those with specific healthcare needs. Early identification of need in place. 	SA/RG	<ul style="list-style-type: none"> SEND and medical register reviewed termly. Staff training delivered on SEND pathway and medical needs. Improved staff awareness of pupils' needs observed in lesson monitoring. 	<p>Register continues to be updated regularly.</p> <p>New staff inducted into SEND procedures. TAs received training for children with medical conditions and new children joining the school.</p> <p>Early identification of needs required reminders in SEND PDM and progress meetings.</p>	
<p>Increase access to the curriculum for pupils with a disability.</p>	<ul style="list-style-type: none"> Improved attainment and progress for SEND students. Targets are set effectively and are appropriate for pupils with additional needs Curriculum progress is tracked for all pupils, including those with disability. Resources will reflect the needs of the pupils. improved use of visuals using Widgit to support learning 	<p>SENCO</p> <p>Class teachers</p> <p>Teaching assistants</p> <p>Curriculum leads</p>	<p>Teaching staff use adaptive strategies, including visuals and scaffolding. KS 2 data for children with SEND showed - 33% (RWM) - national - 24%.</p> <p>Widgit symbols introduced to support learning.</p> <p>Progress of SEND pupils monitored through assessment data.</p>	<p>Use of visual supports (widgits) embedded across classes.</p> <p>Targets refined to better reflect individual needs particularly for children with EHC where tiny steps have been used to show progress in learning.</p> <p>Online tuition support / home learning packs provided for a child unable to attend school due to medical reasons.</p> <p>Commissioning outreach support and external professionals to provide interventions to support.</p> <p>SEND pupils show increased engagement and independence.</p>	

<p>Effective communications with nurseries and schools to provide a quality transition</p>	<p>Identify pupils who may need additional to or different provision for the September and mid-year intake</p>	<p>SENCO EYFS lead Yr6 teachers</p>	<p>Effective communication established with nurseries and receiving secondary schools. Visits and parental meetings arranged to support transitions. Transition meetings and information sharing supported early identification of pupils requiring additional provision.</p>	<p>Transition procedures further strengthened through earlier information sharing. Increased liaison with external settings supported smoother transitions for pupils with SEND. Transition Support plans were put in place for identified pupils prior to transition.</p>	
<p>Appropriate use of intervention and their success and impact on progress</p> <p>Develop use of TAs in classrooms and across phases</p>	<p>Termly intervention impact reports for main interventions show progress.</p> <p>TAs are confident and effective in adapting lessons for their 1:1 pupils or small groups.</p>	<p>SENCO Class teachers TAs</p>	<p>Positive impact on learning evident from the following key interventions: SALT, Sensory circuits, drawing and talking.</p> <p>Teaching assistant supporting targeted groups and individual children</p>	<p>Use of interventions refined based on impact data. Develop a consistent approach in the use of TAs.</p>	
<p>Appropriate use of specialised equipment to benefit individual pupils and staff.</p>	<p>SEND children have appropriate equipment and resources which support their learning and remove barriers to learning.</p> <p>class teachers/SENCO able to respond to diverse needs.</p>	<p>SENCO class teachers</p>	<p>Specialist equipment and resources were identified and provided for pupils as required. Staff were supported by the SENCO to implement equipment effectively within the classroom.</p>	<p>Use of specialist equipment embedded into daily practice. Staff demonstrated increased confidence in selecting and using appropriate resources to support diverse needs.</p>	

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<p>Ensure lifts are in good working order.</p>	<p>Children are able to access the two levels of the school with ease.</p>	<p>Site manager Health and Safety lead</p>		<p>Lifts checked and maintained. No reports of accessibility issues from pupils or staff. Students with mobility needs accessed both levels independently.</p>	
<p>Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation.</p> <p>Audit SEND children use of clubs and extended services</p>	<p>All pupils with SEND have access to all after school clubs and extracurricular activities. Increased take up of after school clubs for children with SEND</p>	<p>SENCO ASC staff</p>	<p>Reasonable adjustments made to ensure access.</p>	<p>All pupils with SEND are able to participate in extended activities. Undertake Audit</p>	
<p>Ensure all children feel involved at playtimes/lunchtimes. Training for play leaders.</p>	<p>Children feel safe in school – evidence in survey results from children.</p>	<p>TAS Middays</p>	<p>Play leaders received training on supervising SEND pupils and those with behaviour support plans.</p>	<p>Further training required for support staff.</p>	
<p>Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards</p>	<p>No student is impacted by a lack of accessibility to the building and environment</p>	<p>Site manager Health and Safety lead</p>	<p>Regular site checks carried out. Minor repairs completed promptly.</p>	<p>Continued regular site checks. Minor repairs reported and completed promptly.</p>	

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan <i>(examples)</i>	Impact	Resp	Y1 review	Y2 review	Final review
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information.	Admin staff SENCO class teachers	Alternative formats (large print, digital, pictorial) provided on request.	Alternative formats (large print, digital, pictorial) provided on request.	
Ensure clear verbal or written communication with parents/carers in regard to events on Class DOJO. Use multilingual staff to support translations	Parents feel involved and understand what is happening.	Class teachers	See saw/Dojo used to communicate with parents effectively. Translation support provided when needed.	Parents/carers understand and engage with school activities e.g., trips. Use of multilingual staff for reviews and communication with parents has increased parental engagement.	
Improve use of pictorial communication systems (Widgit)	All school staff aware of disabilities of children in their classes. All staff able to use Widgit resources to make learning accessible for all children.	SENCO	Staff trained in the use of Widgit. Pictorial supports introduced for identified pupils.	Use of Widgit embedded into classroom practice. All staff are adapting materials for SEND pupils.	
Develop pupil voice	All Pupils who have IEPs/passports are asked to comment on the progress that they have made and what support they would like. Pupils are able to make comments in different formats e.g., verbally, pictorially.	SENCO	Pupil voice sought during IEP/passport reviews using verbal and pictorial methods. Pupils able to express preferences and needs for support.	Feedback used to adapt provision and support plans.	