



St Peter's
Collegiate Academy

Accessibility Plan

Owner	Business Manager
Review by:	Local Governing Body
Last Reviewed and Adopted:	November 2025
Next Review:	October 2026

Numquam Frustra



'Life in all its fullness'

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Statement of intent

At St Peter's Collegiate Academy "our vision is to support our students in their quest for knowledge and wisdom, helping them flourish as lifelong learners who seek to love God, serve the community, and live life in all its fullness".

To enable all members of our community to fulfil this vision the academy needs to be accessible for all. This is both in the sense of the physical environment, and also for our students to be able to access the curriculum. In this policy it is set out the responsibilities of key stakeholders and the accessibility audit for the academy.

This plan outlines how St Peter's Collegiate Academy aims to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Students' parents.
- The Principal and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Principal will be responsible for:

- Ensuring that staff members are aware of students' disabilities and medical conditions.
- Establishing whether a new student has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding students' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Principal and governing board to ensure that students with SEND are appropriately supported.
- Ensuring they have oversight of the needs of students with SEND attending the school, and advising the Principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled students to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any student as a result of their disability.

3. The Accessibility Audit

The Business Manager will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes students who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Physical/Information Access

Issue	Yes	No	Any Action Required
Are steps required to access main building?		X	N/A
Good access round the building?	X		
Are car park spaces for disabled people marked and near entrance?	X		
Is it possible to get through the main door unaided, automatic entrance?		X	Restrictions are due to temporary building. Staff are available in reception to assist.
Do all steps have contrasting colour edges?	X		
Do all internal doors allow a wheelchair user to get through unaided?		X	Restrictions are due to age of buildings. Doors in new build will allow access to wheelchair users

Are emergency and evacuation procedures and PEEP in place?	X		
Do furniture layouts allow easy movement for students with disabilities?	X		
Is furniture selected appropriately and adjustable?	X		
Do all corridors have clear unobstructed width of 1.2 metres?		X	Restrictions are due to age of buildings. New buildings will comply
Does each floor have wheelchair accessible toilet?		X	Wheelchair users will be given a bespoke accessibility plan
Does each floor have accessible changing room and shower facilities?		X	All changing rooms are on the ground floor
Are there continuous handrails on each stair flight and landing?	X		
Do the internal stairs have contrasting edges?	X		
Does the school have a lift that can be used by wheelchair users?	X		
Is there any other sort of mechanical means provided to move between floors?		X	Evac chairs only
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	X		
Is a hearing induction loop available in the school fixed or portable?	X		
Do emergency alarm systems cater for those with hearing impairments?	X		
Could any décor be confusing or disorientating for students with disabilities?		X	N/A
Are quiet/calming rooms available for students who need this facility?	X		

Learning Access

Issue	Yes	No	Any Action Required
Is disability awareness training provided to enable all staff to understand and recognise disability issues?	X		
Are arrangements in force for staff to have the necessary training to teach and support students with disabilities if required?	X		
Is the curriculum progress of all students tracked including those with a disability?	X		
Is teaching appropriately adapted to meet individual needs so that students make good progress?	X		
Do all staff recognise, understand and allow for the additional planning and effort necessary for students with disabilities to be fully included in the curriculum?	X		
Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X		
Are all staff familiar with technology and practices developed to assist people with disabilities?	X		

Monitoring & Review

This policy was reviewed was reviewed in November 2025 by the governing board and Principal. The next scheduled review date for this plan is October 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.