

St. Peter's Centre

Medical Short Stay School



Access Policy

Reviewed: March 2020

As St. Peter's Centre's our primary aim is to provide an accessible, appropriate educational environment for children and young people with medical needs, it is designed with the needs of pupils with varying types and degrees of disability as an integral requirement.

- **Physical Access**

St Peter's Centre is based in a converted youth centre building. The external door is wide enough for a wheelchair to enter and there are no steps inside the building. There is a ramp and handrail to exit at the rear. There is a disabled access toilet. Parents/carers are encouraged to bring the pupil to school where possible. Alternatively taxis may be provided by the LA. All taxi companies/drivers are checked by SCC and SPC staff ask for ID badges when they escort pupils to their taxis.

- **Access and Resources within the Schoolroom**

The school comprises a main area and some smaller rooms. There is an office and a stockroom which pupils can only enter with permission from a member of staff. The chairs and tables will accommodate pupils with disabilities. There are padded chairs for pupils with fragile or painful conditions. The IT equipment is adaptable and portable. There is some access to voice recognition software.

- **Access to Specialist Help**

As SPC is now based in a standalone facility staff are able to access specialist advice and support by contacting the relevant hospital teams.

- **Re-integration to Home Schools**

Regular liaison with the home school begins when a pupil is first referred and there are twice-termly progress reviews with all professionals involved. In this way any special arrangements may be put in place for a returning pupil who has disability needs. The medical and therapeutic professionals will advise the home school where appropriate. A pupil with disabilities may need a gradual re-integration to the home school, and this can be as flexible as necessary. St. Peter's Centre will liaise with home school on strategies to support re-integration.