

St. Michael's C. E. Primary School



Accessibility Plan

June 2021

Policy Review date: June 2024

School Accessibility Plan

1 Introduction

The Equality Act, Schedule 10 requires all academies to have an Accessibility Plan. The purpose of St. Michael's C E Primary School Accessibility Plan is to meet the requirements for the Equality Act and to support the following:

- Increasing the extent to which pupils with a disability can participate in the curriculum.
- Improving the physical environment of school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improving the delivery to pupils with a disability of information, which is readily accessible to pupils who do not have a disability.

St. Michael's C E Primary School is a member of the Diocese of Hereford Multi Academy Trust. The Trust is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The Trust is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within the Trust.

Equality Impact Assessments will be undertaken as and when policies are reviewed. The terms of reference for all committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Trust policy on equality aims to ensure that there is no discrimination against any group with a protected characteristic of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, gender or sexual orientation. The Trust's intention is that any person with a disability, whether a pupil or employee, is not treated any less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is fully consistent with the Trust's Equality Policy.

At a macro level, the Trust will ensure that all new building work meets the needs of users with a physical disability and will work towards making all of its accommodation accessible where it is practical to do so.

2 Definition of Disability

St. Michael's C E Primary School recognises that a person has a disability if she or he has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to perform day to day activities. (Equality Act 2010)

3 Key Objectives

3.1 To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

3.2 St. Michael's C E Primary School will:

- **Aim to increase the extent to which pupils with disabilities can participate in the curriculum**

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits.

- **Improve its physical environment**

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

- **Improve the delivery of accessible information for disabled students**

This covers planning to make written information normally provided by the School to its students available to disabled students. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescale.

4 Existing Arrangements

4.2 St. Michael's C E Primary School's building has been improved to meet the needs of disabled pupils and disabled toilets are available.

- 4.3** The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils
- setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.
- 4.4** School staff receive relevant training in making the curriculum accessible to all pupils, and are aware of its importance.
- 4.6** The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

5 Action Plan

- 5.1** At St. Michael's C E Primary School, 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 further committed to challenging attitudes about disability and accessibility and to developing a culture of inclusion, support and awareness. Training and guidance will be provided to all members of staff to ensure that they can participate in delivery the Accessibility Plan..
- 5.2** St. Michael's C E Primary School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the School.
- 5.3** Attached are three Action Plans, relating to the three key aspects of accessibility.

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

It will be shared with all employees, and in the wider academy, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the academy community and not just the Local Governing Body and Head Teacher.

St. Michael's C E Primary School - Accessibility Plan

A - IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Timeframe	Outcomes
Light Switches and door handles	Provide easy access to rooms	capital	Make provision in budget	Adults and children can access all areas in our school.
Provide play equipment suitable for children with physical disabilities as the need arises.	The suitability of new equipment to be considered prior to purchase.	New play equipment.	New equipment in place .	Children with physical disabilities will have access to play equipment.

B - IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes
All staff using consistent methods to assess children working below age related expectations.	Moderation of assessments.	Staff meeting time	Ongoing monitoring of good practice.	Consistent use across year groups.
To raise awareness of the inclusive practices, disability and how to remove barriers to learning, assessment and participation.	Whole staff training on inclusion and differentiation.	Time/training	Ongoing	Staff more familiar with different techniques to enable all pupils, particularly those with disabilities, to access the curriculum and achieve.
Teachers' planning includes, opportunities for all pupils to take part and achieve.	Planning of new cross-curricular/creative curriculum Scrutiny of planning by Head Teacher, SENDCo, Co-ordinators.	Time/training	Ongoing	All children will have access to a curriculum in which they can take part, achieve, reach their full potential and enjoy!
To ensure that all pupils have access to the learning resources they require such as coloured paper and pencil grips as required	Identified children will be provided with the necessary classroom resources they require by the class teacher and TA.	Liaise with SENDCo and the Learning Support Team	Ongoing	All children will have access to the curriculum using personalised learning materials.

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ICT equipment	iPads available throughout the school.	Using existing resources	Ongoing	All children will have access to ICT resources.
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C - IMPROVING ACCESS TO INFORMATION

Target	Action	Resources	Timeframe	Outcomes
Improve access to information for pupils with e.g. EAL, Literacy difficulties, ASD, SLCN	Communicate and Print Software is available for use as required.	Staff training	Ongoing	Improved access to the curriculum for all learners.
Ensure that letters to parents are translated for specific families and available in other formats when necessary.	Admission pack to be reviewed to include parent/carer access needs including mother tongue and preferred format for letters.	Translation software. Other resources dependent on formats needed.	Ongoing	Improved delivery of information in other formats.
Ensure all staff are familiar with ways of delivering information to pupils with language and communication difficulties including ASD.	Training for staff and TAs. Opportunities for staff working with children with language difficulties to attend relevant courses.	Whole staff training and access to specific courses.	Ongoing	Improved understanding of language and communication difficulties and improved delivery of information.
Upon request, the school will endeavour to supply the plan in different formats as required (e.g. large print, on coloured paper, as a PDF email attachment)	The text is left justified and the use of italics and acronyms has been avoided to make access easier for all readers and in particular readers with dyslexia. The font used to produce the plan is Arial 12; this is a recommended font and size as described on the British Dyslexia Website.	Existing software	Ongoing	The Accessibility Plan is available to view on request at the School Office.