



St Michael's Catholic Primary School

Accessibility Plan

With Jesus we can achieve what we dream and believe

Date plan last reviewed: October 2022

Signed by:

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Statement of intent

This plan outlines how **St Michael's** aims to increase access to education for pupils 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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. 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:

- Pupils' parents.
- The headteacher 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 Pupils 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 headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' 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 headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils 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 pupil as a result of their disability.

3. The Accessibility Audit

The governing board 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 pupils 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 pupils 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 pupils 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 pupils 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 pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members and LT do not know whether all aspects of the curriculum is accessible	Audit of the curriculum	Headteacher Head of Teaching and Learning (HT&L) teachers, SENCO	Spring 2023	Management and teaching staff are aware of the accessibility gaps in the curriculum. These are addressed through a comprehensive action plan with non-negotiable dates for completion.	Summer 2023

	Staff members do not have the all the skills to support pupils with SEND	<p>INSET provided to staff members</p> <p>Bespoke CPD to match needs of staff for pupils in class</p> <p>Training for teachers on ensuring class/subject curriculum is accessible</p>	Headteacher, HT&L external advisors, SENCO	Spring 2022	Staff members have the skills to support pupils with SEND	Autumn 2023
Medium term	Not all extra -curricular activities and school trips are planned to ensure the full participation of pupils with SEND.	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO EV lead	Spring 2023	Planning of extra –curricular and school trips takes into account pupils with SEND	Summer 2023
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Summer 2023	Pupils with SEND can access lessons	Autumn 2023

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Ensure that all areas of school building and grounds are accessible for all children and adults.	Audit of physical environment	SENCO Pastoral Team SBM and Site manager	Spring 2023	School is aware of accessibility barriers to its physical environment and will make a plan to address them. Improve the access of the physical environment for all.	Summer 2023
Medium term	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent/carer interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	SBM Lead First Aider SENCO	Summer 2023	Learning environment and school are accessible for pupils with medical needs	Autumn 2023
	Ensuring parents/carers with a disability have every opportunity to be involved in school life.	Audit of physical environment Consult with parents/carers to inform audit. Utilise disabled parking spaces for disabled to drop off & collect children Arrange interpreters from the RNID	SBM SENCO Headteacher	Summer 2023	To ensure that parents with a disability are not discriminated against and are encouraged to take interest and be involved in their child's education	Autumn 2023

		<p>to communicate with deaf parents</p> <p>Offer a telephone call to explain letters home for some parents who need this</p> <p>Adopt a more proactive approach to identifying the access requirements of parents with a disability.</p>				
Long term	Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	SBM/building contractors Archdiocese planning team	Summer 2023	School buildings are fully accessible	Autumn 2023

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether all school information is accessible	Audit of information and delivery procedures	SENCO, ICT manager SBM	Spring 2023	School is aware of accessibility gaps to its information delivery procedures	Summer 2023
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer 2023	School is aware of local services for converting written information into alternative formats	Autumn 2023
Medium term	School are not fully clear if parents/carers with EAL are able to access all school written materials Availability of written material in alternative languages.	Consult with parents/carers with EAL to inform audit of current accessibility to school written materials for EAL Provide written information in alternative formats	SENCO, ICT manager	Spring 2023	Written information is fully accessible to parents/carers and children with EAL The school will use information and translations provided by the EAL Team for key information for EAL families. Seek feedback from our parents/carers with EAL.	Summer 2023

					The school will review language option requirements for the school website.	
Long term	School website is not accessible to children with SEND	Audit of website	Headteacher SENCO Pastoral Lead	Summer 2023	Website is fully accessible	Autumn 2023

Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **September 2023**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.