



St Michael's Catholic Primary School

Accessibility Plan

With Jesus we can achieve what we dream and believe

Signed by:

Jade Gordon

Headteacher

Date: 02/12/2025

Jeanette Riley

Chair of governors

Date: 02/12/2025

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St. Michael's, we are deeply committed to embedding inclusive practices in every aspect of our school community. Our whole-school philosophy of inclusion is rooted in Gospel values, and this commitment extends from our leadership team to every member of staff, pupil and parent. We designed our "Explore Curriculum" to be inclusive and reflective of our diverse community, with a strong focus on equality, diversity, and aspiration.

Through high-quality teaching strategies like Quality First Teaching, trauma-informed practices, and extensive staff training, we ensure that every student, including those with English as an Additional Language (EAL) and Special Educational Needs and/or Disabilities (SEND), receives the tailored support they need to succeed.

We also foster an environment of respect and personal development by actively involving our students in school governance and restorative practices. This holistic approach, combined with strong communication and collaborative partnerships with our families and the wider community, creates a culture where every child is valued, supported, and empowered to reach their full potential.

We recently underwent the Inclusion Quality Award and are currently working towards becoming a 'Centre of Excellence'.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
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<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers an inclusive, adapted and bespoke curriculum based on individual pupil needs • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities and a range of diverse needs • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Bespoke smart targets are set to support reducing barriers of individual pupils' primary area of need • The curriculum is reviewed to make sure it meets the needs of all pupils • We work alongside a number of external agencies to support staff with planning effective curriculum adaptations, and to support implementation of specialist equipment for pupils with specific areas of need 	<p>Short term – curriculum audit through monitoring with a focus on adapted teaching strategies. Support and actions implemented as needed.</p> <p>Staff audit – CPD needs identified.</p> <p>Specialist equipment is reviewed and training provided</p> <p>Health Care plans implemented</p> <p>Medium term – ensure representation for all pupils in resources e.g. people with physical disabilities.</p> <p>Support for new staff as part of ECT programme – target setting for pupils with additional needs.</p> <p>Ensure access to all pupils for enrichment clubs and trips</p>	<p>Curriculum audit to be carried out</p> <p>Staff audit to be carried out</p> <p>Pupil voice to be carried out</p> <p>Curriculum monitoring (SEND focus)</p> <p>Training provided on specialist equipment</p> <p>Health Care plans reviewed and implemented were required</p> <p>Resource audit to be carried out and resources updated as needed</p> <p>ECT focus around SEND to be planned and implemented</p> <p>OT assessments of pupils needs and relevant equipment required</p> <p>Risk assessments and adaptations implemented on</p>	<p>Headteacher SLT Link SEND governor SENDCo and Curriculum leads</p> <p>Paediatric Diabetes Nurse Specialist</p> <p>Health Care Plan Lead/All staff</p> <p>SENDCo and Curriculum leads</p> <p>ECT lead SENDCo OT</p>	<p>Autumn term 2025</p> <p>Spring term 2026</p>
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		<p>Long term – End of year review as a follow up from curriculum audit to ensure actions have been met.</p>	<p>individual basis to support access</p> <p>Monitoring cycle planned out across the year to outline audits and review date</p>	<p>Headteacher SLT</p>	<p>Summer term 2026</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Specialist seating • Toilet seating adaptations • Canteen seating adaptations • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Short term</p> <p>Environmental audit to ensure all areas of the school environment are accessible to all pupils/staff/visitors</p>	<p>Environmental audit</p> <p>Individual pupil access support plans were required</p>	<p>Health and safety committee</p> <p>HT</p> <p>SENCo</p>	Autumn 2025
		<p>Medium Term</p> <p>Review environmental adaptations to ensure they remain fit for purpose, continue to support all pupils/staffing/visitor needs</p>	<p>Environmental monitoring and consultation with specialist services</p> <p>Service equipment</p> <p>Staff training on equipment use</p>	<p>Health and safety committee</p> <p>HT</p> <p>Specialist services</p>	Spring 2026
		<p>Long Term</p> <p>Maintain adaptations and evaluate impact of accessibility plan</p>	<p>Evaluate impact of environmental adaptations</p>	<p>Health and safety committee</p> <p>HT</p> <p>Specialist services</p>	Summer 2026

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Visual objects of reference • Access to use of ICT equipment and specialist programmes • Assistive Listening Devices (ALDs) or Hearing Assistive Technology (HAT) 	<p>Short</p> <p>Ensure information is accessible to all</p> <p>Ensure specialist equipment is reviewed and used by all staff working with individual pupils</p>	<p>Review accessibility to information for pupils/staff/visitors</p> <p>Equipment checks are completed and are in working order</p>	<p>HT/SLT/ Subject Leads</p> <p>Sensory impairment team</p> <p>Diabetic Team</p> <p>All staff</p>	Autumn 2025
		<p>Medium</p> <p>Organise and implement training were required for specialist equipment use</p> <p>Enhance accessibility to programs designed to support access to information</p>	<p>Training implemented for all staff using specialist equipment and programmes to support access to information</p> <p>Provide ongoing training on total communication approaches</p>	<p>SENCo</p> <p>Sensory Impairment Team</p> <p>Paediatric Diabetes Nurse Specialist</p> <p>SEN Team</p>	Spring 2026
		<p>Long Term</p> <p>End of year evaluation of impact and review of information access for all</p>		<p>HT/SLT/SENCo</p>	Summer 2026

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the Chair of Governors and the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy