

St Michael and All Angels Catholic Primary School



Accessibility Plan 2024-2027

Signed Chair of Governors

Date October 2024
Approved
by GB

Annual review – each September
Full Renewal
Due
October 2027



St Michael and All Angels Catholic Primary School

Accessibility Plan

2024-2027

At St Michael and All Angels our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual Information

The whole of the school building and playgrounds are accessible for wheelchair users. As a single storey building there is no requirement for ramps etc. However, slopes have been installed outside all classrooms and the library entrance. The hall, playground and field are all accessible for PE lessons should this be required. The school has a sensory room to support our children with ASD and provide a calming environment for those with Emotional / Behavioural needs.

A designated disabled parking space is available close to the school's main entrance. All steps are marked with visibility edging for visually impaired pupils and most doors are in a markedly contrasting colour to their surrounds. There is a plan to do this with all doors when they are being refurbished. A disabled toilet facility is available in the main entrance

The Current Range of Disabilities within St Michael and All Angels Catholic Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, Attachment disorder, ADHD and visual impairment / dyslexia. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances and these are included in the 'children with medical needs' details in classrooms, staffroom, kitchen and the main office. Staff have had asthma, epipen, defibrillator and general First Aid training.

All medical information is collated and available to staff, in classroom files, staffroom board and the school office. We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid.

All prescribed medication is kept in the fridge in the staffroom which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Statement of intent

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing board of St Michael and All Angels Catholic Primary School 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 Act where the person has 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 school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated 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 the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the Archdiocese must have regard to the need to allocate adequate resources in the implementation of the strategy.

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

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed every three years to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

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
- 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.



St Michael and All Angels Catholic Primary
School Primary School Accessibility
Plan 2024-2027
Objectives

Planning duty 1: Curriculum

Issue	What	Who	When	Outcome criteria	Review
<p>To regularly review the curriculum and teaching plans to ensure children have full accessibility to all subjects</p>	<p>Adaptations to the curriculum to meet the needs of the individual learner (annual updating of subject accessibility plan)</p> <p>Effective use of resources and specialised equipment to increase access to the curriculum for all pupils</p> <p>Specialist training for all staff to include speech and language and 1/1 including autism</p> <p>Regular CPD audit</p> <p>Specific programmes implemented</p> <p>Offer gross motor interventions for specific children to help them to access PE and writing activities</p> <p>Pastoral support</p> <p>Strategic deployment of staff</p> <p>Use of IT</p> <p>Purchasing of relevant resources</p> <p>Specialist equipment checked daily and advice sought if appropriate</p> <p>Seek advice from specialist teaching services and strategies evident in classroom practice</p>	<p>SENDCO</p> <p>SLT</p> <p>All staff</p>	<p>In place and ongoing</p>	<p>Barriers to learning are removed</p> <p>Positive impact on individual progress</p> <p>Needs of all learners met enabling positive outcomes</p>	

	Take in to account the variety of learning styles when teaching				
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips, residential and after school activities / extra curricular	<p>Early planning and risk assessments for regular trips, to meet identified needs of cohorts or individuals within school</p> <p>Comply with all legal requirements</p> <p>Ensure any reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>Classteacher</p> <p>Headteacher</p> <p>Pastoral lead</p> <p>SENDCO</p>	Ongoing	All pupils are accessing and experiencing the opportunities available	
Ensure that there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified (link to Committed to Inclusion)	<p>SENDCO</p> <p>SLT</p>	Ongoing	<p>There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need</p> <p>The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff</p>	
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	<p>SLT</p> <p>Staff</p>	Ongoing	All policies clearly reflect inclusive practice and procedure	

Planning duty 2: Physical environment

Issue	What	Who	When	Outcome criteria	Review
Continue improving the physical environment of the school	Take in to account the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings	SLT	Ongoing	Enabling needs to be met where possible	
Ensure appropriate learning environment for all children	Consideration when planning displays to ensure that they are contusive with the learning needs of individual children	All staff	Ongoing	Inviting and appropriate environment maintained	
Ensure involvement of all with a disability	Make sure all with a disability have plans in SEND support plans on how to access all areas of the school Carry out confidential questionnaire acquiring information on children, parents /carers access needs to ensure they are met in all events	All staff Children Parents / carers	Ongoing	Enabling needs to be met where possible	

Ensure that the medical needs of all pupils are met fully within the capability of the school	<p>Conduct parent interviews</p> <p>Liaise with external agencies</p> <p>Identify training needs</p>	<p>SLT</p> <p>SENDCO</p>	Ongoing	<p>All advice acted upon</p> <p>All pupils' needs are met and they are able to access the curriculum</p>	
Ensure driveway, roads, paths around school are as safe as possible	<p>Maintenance daily checks</p> <p>Communication with parents through newsletters/ letters / website / 1;1 school staff</p> <p>Parking issues addressed – morning staff on duty</p> <p>PSCO visits</p>	<p>SLT</p>	Ongoing	<p>Safety of children and families accessing school</p>	
Personal evacuation plans completed for students who are identified as requiring one	<p>Liaise with parents/ school nurses and other healthcare professionals to identify needs and put in to place appropriate evacuation arrangements</p>	<p>SENCO</p> <p>Staff</p>	As required	<p>All pupils who require a PEEP, have an up to date and efficiently communicated PEEP which has been practiced to ensure it can be implemented successfully</p>	
Learning areas accessible for pupils	<p>Regular review of the layout of the classroom to ensure it meets the needs of the children using the space at the time including IT Suite</p>	<p>SLT</p> <p>Staff</p>	Ongoing	<p>Children are not excluded from learning opportunities because they cannot access around the classroom or equipment</p>	

Planning duty 3: Information

Issue	What	Who	When	Outcome criteria	Review
Availability of written material in alternative formats	<p>Review documentation on website to check accessibility for parents with English as an additional language / disability in order to support their child (rens) learning</p> <p>Continue to look at alternative ways to improve availability of information for parents</p> <p>All key content on school website</p> <p>Provided translated documents where appropriate</p>	<p>Office staff</p> <p>SLT</p> <p>SENDCO</p>	Ongoing	<p>All parents will be up to date and well informed of school information</p> <p>Website reviewed and accessible documentation available for all parents</p> <p>Parents provided with a range of ways to ensure that they receive important documentation</p>	

<p>Improve the delivery of written information to pupils</p>	<p>Focus on visual cues in the classroom environment to ensure accessibility for children with a range of learning / behavioural / physical needs</p> <p>Improve signage around school including visual clues to aid visually impaired and EAL</p> <p>Children with dyslexia (or suspected dyslexia) are assessed by staff to see if overlays would help</p> <p>Seek and act upon advice from sensory support on individual pupil requirements</p>	<p>Sendco</p> <p>SLT</p> <p>All staff</p>	<p>Ongoing</p>	<p>All pupils able to access and understand written information regardless of any barriers</p> <p>Visual timetables used to support individual children</p> <p>Pupils always have access to written material which meets their needs. Children use overlays to good effect</p>	
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