

St Michael & All Angels Primary School



Accessibility Plan

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| This policy was adopted on | Date: Sept 2022 Reviewed Date: Sept 2023 |
| By Name: | Fr A Rowlands |
| Position: | Chair of Govs |
| Signature: | on behalf of St. Michael & All Angels Primary School |

Believe-Achieve-Belong

Together with Christ

In the light of St Michael the Archangel, we strive to be champions of all Christians and to the Church itself.

Christ Centred Aim- Believe

- to live the Gospel values and live life to the full, with forgiveness, love and respect and kindness for all.

Teaching and Learning Aim- Achieve

- to learn, grow and inspire as we act as role models when we care for others, the world and the environment

Community Aim -Belong

- to be messengers of Christ opening a door to the Church for the community to share its Gospel values both locally and globally.

We pray that our patron, St Michael the Archangel protects our school, community and Church.

At St Michael and All Angels we set out to ensure that the Equality and Diversity Act 2010 supports the removal of barriers in every area of school life for disabled children and adults. This aim is also underpinned by the school's Mission Statement and other policies that ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn.

Vision

The school's vision is to:-

- ❖ treat disabled children and adults equally and can participate in the curriculum;
- ❖ take reasonable steps to avoid putting disabled children at a disadvantage;
- ❖ publish an Accessibility Plan on the school website and ensure that it is that is monitored by the Governing Body and Senior Management Team on an annual basis.

Our Accessibility Plan will :-

- ❖ audit strengths and weaknesses in working with disabled children and adults;
- ❖ identify the nature of the school population including pupils already in school and moving through it and the nature of the future using information available;
- ❖ ensure Equality and Diversity priorities are met;
- ❖ ensure the full participation of disabled children in school life;
- ❖ ensure that the school is organised in a way that impacts on disabled children's access to the curriculum and the schools' extended activities;
- ❖ disabled children make expected progress from their starting point;
- ❖ the views and aspirations of disabled children inform the Accessibility Plan;
- ❖ the views of Governors and parents inform the plan;
- ❖ school policies in the future are challenged with regard to disabled children;
- ❖ the physical environment of the school ensures that disabled pupils can take advantage of the whole curriculum;
- ❖ ensure that the Governing Body takes responsibility for the Accessibility Plan and it's evaluation;
- ❖ ensure that when necessary the Action Plan is made available in a variety of ways;
- ❖ ensure that school works with other agencies to put the plan into action (e.g. Social Services).

The school has identified other policies that support the implementation of the Accessibility Plan:-

- ❖ Mission Statement
- ❖ Special Educational Needs and Disability Policy
- ❖ Local Offer
- ❖ Equality and Diversity Policy
- ❖ Behaviour Policy
- ❖ Safe Guarding and Child Protection Policy
- ❖ Health and Safety Policy
- ❖ Site Security Policy
- ❖ Missing Person Policy
- ❖ Attendance Policy
- ❖ Confidentiality Policy
- ❖ RE Policy
- ❖ CPD plan

The Accessibility Plan is set out in three key areas and will be monitored by the staff, SMT and Governing Body each year and revised on an annual basis. Three key areas will support the school in improving access:

Key Areas:-

1. physical Environment;
2. access to curriculum and learning;
3. access to written information.

| Priority-Physical Environment / Accessibility | Outcomes | Time | Resources £ | WHO? | Reviewed by | Governors |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------|-------------------|----------------------------------------------------------|-----------------------------|-------------------------------|
| Urgent contact details/lists up to date and accessible | Parents/ Carers contactable quickly- email contacts | Sept 2022 | Admin time | Business Manager Admin DSO HT SENCo | Business Manager and HT | Autumn 2022 Full Governors |
| Audit new pupil cohorts e.g. Reception and Nursery pupils | Parents contact details. Pupil provision. | Sept 2022 January 2023 | Admin Time | Business Manager EYFS Manager Admin Staff SENCo | SENCo and Safeguarding Team | Quality of Education Aut 2022 |
| Risk Assessments for Fire/Emergency Plans- pictorial explanations of alarms and procedures | Access easy for pupil and staff in new classes. | Sept 2022 and April 2023 | Site Manager Time | Site Manager Class teacher SENCo Parents | SENCo | Autumn 2022 Full Governors |
| COVID 19 Equality Impact Assessment and access to learning review to be shared | For all parents/carers / Pupils and staff to have access to learning and development | Sept 2022 - reviewed Regularly | Admin and HT time | HT SENCo SLT Govs Staff Unions | HT Govs | Sept 2022 |

| Priority-Access to the curriculum and learning | Outcomes | Time | Resources £ | WHO? | Reviewed by | Governors |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------|------------------------------------------------------|--------------|----------------------------|
| Whole School Curriculum Access COVID 19 | Review Curriculum to ensure accessibility for all pupils. Support staff to be involved in planning. | Sept 2022 | Class risk Assessments Site Manager Risk Assessments Fire Posters to be reviewed | Site Manager SENCo HT Teachers Governors | Site Manager | Autumn 2022 Full Governors |
| Remote Learning Access | Pupils to have access to remote learning via online or paper | Sept 2022 | Questionnaire Data collection Parent/carer/ SENCo reviews | SENCo SLT KS Leaders Learning mentor | SENCo HT | Gov Sept 2022 |

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| | based learning. | | | | | |
| Ensure that all groups of learners have access to the curriculum through good attendance levels. | Achieve full potential and make expected progress. | Sept 2022 July 2023 | SLAs Pupil Premium £ | HT Govs DSO Family Support Worker Class teachers Admin staff Parents | Governors | Termly 2022 through 2023 |

| Priority- Access to written information | Outcomes | Time | Resources £ | WHO? | Reviewed by | Governors |
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| Symbol software/visual Layouts/visual timetables | Pupils are as independent as possible. | Sept 2022 | SENCo £ | SENCo Computing Subject Leader Teaching Assistants | SENCo | Sept 2022 |
| Ensure that important information for parents/carers is accessible in different forms e.g. website/policies/ access to staff/School Spider App | Parents receive high quality information in an appropriate manner. | Sept 2022 | SENCo time | SENCo HT Pupil Premium Lead Business Manager DSO Admin Family Support Worker | Governors | Termly at Full Governors. |

Identifying barriers to access audit Sept 2022

| Question | Y/N | Complete | In Progress | Not yet begun | Source |
|-------------------------------------------------------------------------------------------|-----|--------------------------|-------------|---------------|-------------------------------------------|
| Are school visits made accessible to all pupils irrespective of attainment or impairment? | Y | ✓ | | | School Visit Policy Assessments Sept 2022 |
| Are there preparations for entry into school? Admission | Y | ✓ | | | Admissions Policy Risk Assessments |
| Are pupils given necessary support to ensure they achieve? | Y | ✓ | | | SEN Policy Risk Assessments IEP's PP's |
| Is there a homework policy in place? | Y | Needs review Aut 2022 | ✓ | | Homework Policy |

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| School discipline/behaviour procedures? | Y | ✓ | | | Behaviour Policy |
| Exclusion procedures? | Y | ✓ | | | Exclusion Policy |
| School clubs open to all? | Y | ✓ | | | After School Club Policy Sept 2021 |
| School trips open to all? | Y | ✓ | | | School visit policy |
| The school's arrangements for working with other agencies | Y | ✓ | | | Website COVID 19 Risk Assessments |
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | Y | ✓ | | | CPD records SENCo Action Plan |
| Do staff recognise and allow for mental effort expended by some disabled pupils, e.g. lip reading? | Y | ✓ | | | Observation IEP |
| Do staff recognise and allow for the additional time required by some pupils with additional needs to use equipment in practical work? | Y | ✓ | | | Observation IEP COVID 19 Risk Assessments |
| Are there high expectations of all pupils? | Y | ✓ | | | Monitoring Observation |
| Do staff seek to remove all barriers to learning and participation? | Y | ✓ | | | Monitoring IEP/Planning |
| Access to the curriculum | Y | ✓ | | | Monitoring IEP Planning |
| School policies, e.g. Anti-bullying | Y | ✓ | | | Policies |
| Question | | | | | |
| Question | Y/ N | Complete | In Progress | Not yet begun | Source |
| Do lessons provide opportunities for all to achieve? | Y | ✓ | | | QofE Obser |
| Are lessons responsive to pupil diversity? | Y | ✓ | | | QofEd Obs |
| Do lessons involve work to be done by individuals, pairs or groups? | Y | ✓ | | | QofE Obs |
| Are all pupils encouraged to take part in music, drama and physical activities? | Y | ✓ | | | Eq Opp Policy |
| Do staff provide alternative ways of giving access to experience ? | Y | ✓ | | | Obse IEPS |
| Does the teaching and learning policy practice consider access? | Y | ✓ | | | Policy |
| Does classroom organisation consider access where appropriate? | Y | ✓ | | | QofE Obser |
| Does the classroom organisation consider curriculum access? | Y | ✓ | | | QofE Obser |
| Assessment and examination arrangements? | Y | ✓ | | | DfE standards |

| Question | Y/ N | Complete | In Progress | Not yet begun | Source |
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| Do you provide information in simple language, symbols, large print, audio tape or Braille for pupils and prospective pupils who may have difficulty with standard forms or printed information? | Y | ✓ | | | Communication |
| Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud or visuals? | Y | ✓ | | | Website |
| Do you have the facilities such as ICT to produce written information in different formats? | Y | ✓ | | | Communication |

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| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? | Y | ✓ | | | CPD |
| Do school announcements consider access to all? | Y | ✓ | | | Website/parent app |
| Are the school's arrangements for all external signs for visitor adequate in terms of accessibility? | Y | ✓ | | | H&S |
| Are the school's arrangements for all internal signs for visitor adequate in terms of accessibility? | Y | ✓ | | | H&S |
| Are schools alarms accessible to all? | Y | ✓ | | | H&S |