



# Accessibility Plan 2020-2022

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## SECTION 1: VISION STATEMENT

### **Purpose of the Plan**

The purpose of this plan is to show how St Michael's School intends, over time, to increase the accessibility of our school for disabled pupils. St Michael's School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Board of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;



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3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement and Development Plan
- Complaints procedure

## Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## Plan Availability

This Accessibility Plan is made available through our website and paper copies are available from the school Office on request.

## Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how St Michael's School will address the priorities identified in the plan.



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## SECTION 2: AIMS AND OBJECTIVES

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Actions to be taken	Person responsible	To be completed by	Success criteria
<b>Increase access to the curriculum for pupils with a disability</b>	We offer a differentiated curriculum for children of all abilities and use specific resources to ensure certain pupils are able to access the curriculum fully.	Provide training for all and specific staff as needs emerge.	JN	Ongoing	Staff will be confident in managing the additional needs as they arise.
	<p>SEN funding used to provide 1 to 1 TAs and SEN TAs for higher needs children.</p> <p>Assistant SENCo and nurture lead enabling children to access lessons through a range of sensory and emotional tools.</p> <p>TA's as well as teachers have accessed a training for a range of SEN needs and the knowledge is</p>	Interventions to be regularly carried out – difficulties in staff cover during COVID is a current barrier.			Regular interventions being carried out and positive impact clear.



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	disseminated to all including MSAs when needed.				
<b>Improve and maintain access to the physical environment</b>	Some children have specific equipment and arrangements. These are established early on and teachers pass information on at transition times.	Consider introducing new arrangements as children develop. Integrate into IEPs.	all teaching staff	September every year	No evidence of discrimination within class time.
	We already consider the classroom environment and access into school to ensure accessibility for children with a range of learning, behavioural and physical needs.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.		September every year	Sessions start on time without the need to make adjustment to accommodate the needs of individual pupils.
<b>Improve the delivery of written information to pupils and parents</b>	The school is aware of the services available through the LA for converting written information into alternative formats.	The school will continue to review all current school publications and promote the availability in different formats for those that require it.	Fiona Tibbitt	continuous	Good feedback from parents in annual questionnaires and parental engagement all year.
	Staff use visual timetables and other symbols so that all children are included.  Good use of visual cues in the classroom environment ensures accessibility for children with a range of needs.	Constantly review visual cues as needs develop.	all staff		All classrooms environment will have resources in place.