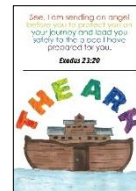


Accessibility Plan 2024 - 2026



1. Introduction

This plan outlines the proposals of the governing body of St Michael's CE (A) 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. These are to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Schools are required under the Equality Act 2010 to have an accessibility plan. 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.

Vision and Values

The Lord says, 'For I know the plans I have for you plans to give you hope and a future.' Jeremiah 29 verse 11

As an inclusive Christian school, St Michael's Church of England (Aided) Primary School values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom.

Our vision is underpinned by our 4 values – faith, hope, love and joy.

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 and works closely with the City of Wolverhampton Local Authority and the Diocese of Lichfield.

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 governors, staff and children.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Information Gathering

St Michael's CE (A) Primary School will provide information to all staff and parents about the DDA definition of disability. This will include an explanation that the information will be used to ensure the school is making reasonable adjustments so that individual needs are met, and that information provided will be kept confidential.

Information will be gathered by:

- Questionnaire and discussions at initial pre-admission meetings with parents/carers
- Invitation to any parent who wish to make an appointment with the Headteacher, SENCo or class teacher to discuss any special requirements they or their child needs to access the building or curriculum

When and as this information is collated a database of pupils, parents and staff with a disability together with their personal needs will be updated, which will be used for the following purposes:

- To keep a record of reasonable adjustments made to meet needs of pupil, parents and staff
- To pass on information about necessary adjustments to the relevant people (eg to the new teacher when the pupil moves class).

For future admissions the initial interview will be used to gather information about individual needs of pupils and parents/carers. Prospective staff will be asked both at the time of application and after having been appointed if they consider themselves to be a person with a disability under the terms of the Equality Act 2010. The school's positive attitude to people with a disability will be made explicit, in order to encourage people to have the confidence to identify themselves as having a disability.

St Michael's CE (A) Primary School will ensure information gathered from parents/carers and or pupils is kept confidential, in line with the Data Protection Act. We will negotiate with the parent/carer or pupil about who the information is shared with.

4. Impact Assessment

The school will become an inclusive area of learning where all will be valued and they will achieve their potential.

St Michael's CE (A) Primary School will consult with people with a disability, or use information already gathered as the result of consulting people with a disability, as part of the regular review process for all existing policies. Any new school policy that is developed will also take into account the views of people with a disability.

5. Priorities

Participation in the school curriculum.

Ensure all pupils have equal access to the Curriculum by:

- Individual help where necessary
- Small groups
- Known surroundings
- Frequent breaks if needed
- Extension of allotted time during tests
- Test scheduling especially in KS1
- Moderation of tests and tasks
- Use of amanuenses, readers and prompters
- Purchase appropriate resources

Furthermore,

- Respectful activities – each child’s work should be equally interesting
- Planning activities that are worthwhile and valuable
- Resources adapted where necessary ie. coloured paper, different font sizing, Braille etc.
- Flexible groupings to facilitate different types of learning
- Appropriate deployment of staff
- TAs deployed to help all children to become independent learners and to maximise access throughout a range of subjects
- Subject leaders checking accessibility of their subject
- Participation with other schools and resource bases to access advice and specific resources.

6. Report and Review

St Michael’s CE (A) Primary School will report termly on progress being made on implementing the Accessibility Action Plan. This report will be presented to the Site Management Committee. A hard copy of the policy and subsequent reporting can be accessed through the School office and a copy is available on the school website. The Site Management Committee will be responsible for its implementation and monitoring progress against the priority targets.

Updated July 2024

7. Action Plan

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

OBJECTIVE	Current Good Practice	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
To raise the awareness of disability 1. Ensure all pupils have equal access to the curriculum 2. Improve the delivery of information to parents/carers with a disability or who have a child with a disability.	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • The Website is kept up to date 	<ul style="list-style-type: none"> • Identification of any emerging needs for pupils in the school. • Planned training for staff to meet individual and group needs. • Identification of suitable timetables, staff, rooms available when tests taking place. • Advice accessed if necessary. 	SENCO	Ongoing	External audits demonstrate that all pupils have equal access to the curriculum.
		<ul style="list-style-type: none"> • Parent/carer working party to look at accessing information on the school website. • Review information shared with parents of pupils with a disability. • Parents of SEND pupils Workshops 	SENCO Computing Lead/HT	Autumn Term 2024	Parent Surveys show that most parents/carers are happy with the information they receive from school regarding their child's SEND needs.

To improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils/parents as required. This includes:</p> <ul style="list-style-type: none"> • Additional lighting in car park • Ramp to main school • Change in classrooms for some activities, where necessary • Disabled parking bay • 2 x Accessibility toilets and shower facilities (main school and The Ark) • Resources moved to enable easy access in all rooms • Option of using the Ark for meetings, interventions etc. 	<ul style="list-style-type: none"> • As part of Governor H&S Walk and Elite H&S walk identify any access concerns and where practicable make improvements. 	<p>Headteacher Site Manager</p>	<p>Ongoing</p>	<p>The site will be accessible to all, regardless of any disability.</p>
To 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 • Pictorial or symbolic representations • Overlays • Communication in Print resources • Objects of Reference • Adapted instruments 	<ul style="list-style-type: none"> • On at least a termly basis review the needs of pupils identified as having a disability and ensure delivery of information is of the highest quality and ensures pupils can access the full curriculum offer at St Michael's. 	<p>Headteacher SENCO</p>	<p>Ongoing</p>	<p>Information received by pupils with a disability matches their needs and ensures they are able to access their full entitlement.</p>