

St Michael and All Angels C.of E. Primary School

Accessibility plan



Last reviewed on:	September 2020
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Next review due by:	September 2021
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Person Responsible	Sara Richardson
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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 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

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. (If a school fails to do this they are in breach of the Equalities Act. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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.

We are committed to providing an accessible environment which values and includes pupils, staff, parents and visitors regardless of their education physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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, this procedure sets out the process for raising these concerns.

The plan will be monitored through the curriculum and the premises Committees of the Governors.

The plan will be monitored by OFSTED as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

School Governors are accountable for ensuring the implementation, review and reporting on progress.

3. Audit

Section I

IMPROVING THE PHYSICAL ACCESS

<u>TARGETS</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITY</u>	<u>SUCCESS CRITERIA</u>
To be aware of the access needs of disabled children, staff, Governors and parents/carers.	To create access plans for individual disabled children as part of the IPM process.	As required.	SENCO/Class Teacher/HT/ SLT	IPMs are in place for disabled pupils and all staff are aware of pupils' needs. Provision map is updated with all relevant information.
Ensure the School Staff and Governors are aware of access issues.	To ensure staff and Governors can access areas of school used meetings.	Ongoing Process.	Headteacher.	All staff and Governors are confident that their needs are met.
	Annual reminder to parents/carers through newsletter, to let us know if they have problems with access to areas of the school.	In place Autumn term 2020	Headteacher.	Continuously monitored to ensure any new needs arising are met.
	Staff to share provision map information with Volunteers and Support Staff, to ensure continuity to care for the children.	Care plans to be in place as and when needed	Headteacher/Resources H and S Committee/ SENCO	Access to Work Information in Staff Handbook and on staffroom notice board. Volunteers are aware of needs of SEN children at all times

<u>TARGETS</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITY</u>	<u>SUCCESS CRITERIA</u>
Ensure everyone has access to reception area.	Ensure that nothing is preventing wheelchair access.	Daily check to ensure the area is clear of obstructions.	Site Supervisor/Health and Safety Committee.	Disabled parents/carers and visitors, feel welcome.
	Check the outer door is wide enough for a wheelchair. and ramp to front entrance	Summer 2020	H and S Committee.	
	Buzzer on so that wheelchair users can get the attention of the staff in the office.		Headteacher.	Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people.	Check condition of yellow paint on step edges regularly.	H And S Committee.	Site Supervisor/Health and Safety Committee.	Wheelchair users aren't waiting because staff in the office cannot see them.
	Check exterior lighting is working on a regular basis.	Repainted Spring 2020.	SENCO/Site Supervisor.	Visually impair people feel safe in school grounds.
	Paint poles to help visually impaired child.	Ongoing		Yellow edges to be re- done as needed, throughout the school year.
				Child knows where equipment/poles are .

<u>TARGETS</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITY</u>	<u>SUCCESS CRITERIA</u>
Ensure all disabled people can be safely evacuated.	Ensure there is a personal emergency evacuation plan for all disabled people.	Personal Evacuation Plans as necessary for individual children with specific needs or disabilities.	SENCO.	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.
	Ensure all staff are aware of their responsibilities in evacuation, by being aware of the individual child's information.		Headteacher to remind staff.	Disabled people in wheelchairs can be evacuated quickly and easily.
If necessary, provide Hearing Loops in classrooms to support pupils with a hearing impairment.	Take advice from IDSS on appropriate equipment, if this becomes necessary.	As required.	Headteacher.	All children have access to the curriculum.
			All staff/Headteacher	
Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of the need to keep fire exits clear.	Daily		All disabled personnel and pupils have safe independent exits from school.

Section 2

ACCESS TO THE CURRICULUM

<u>TARGETS</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITY</u>	<u>SUCCESS CRITERIA</u>
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	Ongoing.	SENCO/Headteacher.	Raised confidence of staff.
Ensure all staff, (teaching and non-teaching) are aware of disabled children's curriculum access.	Set up a system of provision map for disabled children when appropriate. Share information with all agencies involved with each child.	In place September 2020	SENCO.	All staff aware of individual needs.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability.	Ongoing	EVC/SENCO	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum, to ensure PE is accessible to all pupils.	Review PE curriculum, to include disability sports.	Reviewed annually based on children's needs in school.	SENCO and PE Coordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	Spring term 2021	SENCO/Headteacher.	Gradual introduction of disability issues into curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with After School Club Staff and people running other clubs after school.	As required.	SENCO.	Disabled children feel able to participate equally in and out of school activities.

Section 3

ACCESS TO INFORMATION

<u>TARGETS</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITY</u>	<u>SUCCESS CRITERIA</u>
Signage around school to be in other languages.	Plans for a welcome sign in reception. Need to decide which languages to use.	Spring term 2021	Headteacher/SENCO.	All people feel they are welcome in school.
Inclusive discussion of access to information in all parent/teacher annual meetings.	Ask parents about preferred formats for accessing information, e.g. Braille and other languages.	When necessary	SENCO/Headteacher.	Staff more aware of preferred methods of communication and parents feel included.

4. Action plan

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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Parking bays	Two disabled bays	Ensure this is kept clear and paint lines are distinguished	Headteacher	Ongoing
Ramps	For access into the hall	Permanent ramps to be put in place for hall access and the school front entrance	Headteacher	Completed
Internal signage	Signs in different languages	Costing for internal signage	Headteacher	Summer 2021
School website will become accessible to all.	School website content to be available in different languages	Website operators to add a translation feature to the website.	Headteacher	Summer 2022

5. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the curriculum and the premises Committees of the Governors.

The plan will be monitored by OFSTED as part of their inspection cycle.

6. Links with other policies

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

- Health and safety policy
- Special educational needs (SENCO) information report