



St Michael's

CATHOLIC PRIMARY SCHOOL

Accessibility plan 2017-2020

Mission Statement

*In the footsteps of Jesus, we strive to achieve excellence
in everything we do.*

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Action plan	4
4. Monitoring arrangements	8
5. Links with other policies.....	8
Appendix 1: Accessibility audit.....	9

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

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.

It is the overall aim of St Michael's Catholic Primary School to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff and visitors who have disabilities, and to comply with our moral and legal responsibility under the Equality Act 2010.

St Michael's Catholic Primary School's building is well designed to meet the needs of disabled pupils:

- Most classrooms are on the ground floor.
- The library and the year 6 classroom on the 1st floor level are served by a lift as well as stairs.
- Use of these classrooms can be adapted to meet pupils' needs
- All public-access rooms, including the front entrance, toilets and halls are on the ground floor
- We have three disabled toilets

This 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.

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.

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.

3. Action plan

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

St Michael's Catholic Primary School has identified the following points for action as part of its School Development Plan, in order to achieve the key objective:

- a) Delivery of the curriculum
 - School staff will continue to receive training in making the curriculum accessible to all pupils, and will be aware of its importance. The school will seek and follow the advice of a range of outside agencies.
- b) Physical environment
 - The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.
- c) Provision of information in other formats
 - The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Section 1. Access to curriculum

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve.

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	To use the 'symbols' programme to ensure that picture/visual communication is evident in all classroom.	Ensure that SBT has installed on all computers Train all staff	HT SBT	Autumn Term 2017	All staff confident in using symbols programme to visually communicate with children.
	For the Colourful Semantics approach to be used by all staff.	Monitor classrooms to ensure that Colourful Semantics is displayed and used in guided reading and English lessons.	SENCO DHT	Summer 2018	Colourful Semantics actions to be used by all staff.
	To increase the use of speech and language interventions in school.	Embed the use of language intervention programmes in classes Train support staff to develop these interventions	HT GK (TA)	Spring 2018	Language enrichment groups will be evident in all classes.
	To ensure that every class has a visual timetable on display.	All teachers to display a visual timetable in classrooms.	Teachers DHT to montior	Spring 2018	All classes will have a visible visual timetable to ensure consistency for SEN children as they progress through the school.

Section 2. Physical Access

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve.

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	To improve access for pupils who may experience difficulty in moving around the school.	Ensure that care plans are in place to support all pupils with mobility difficulties	SBM HT Site supervisor	Spring 2019	There will be safe movement around the school by all.
	To ensure access to a DDA toilet in the hall.	DDA toilet installed in the hall	SBM HT Site supervisor	Autumn 2017	There will be easy access to a DDA toilet in the hall
	To ensure safe access through the main school gate.	School gate security heightened	HT SBM	Summer 2020	All children will continue to be safe.
	To ensure that disabled children/SEND children have access to a range of activities and equipment in the playground.	Plans for the new playground to include SEN equipment	HT SENCO School Council	Summer 2020	The playground meets the needs of all children.

Section 3. Access to information

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	To compile a database of staff and parents who are willing to act as translators	Compile database Speak to staff and parents	Admin assistant	Summer 2019	There will be a good network for parents to access to ensure that they can access information and discuss concerns in their own language.
	To ensure that the prospectus, newsletters, brochures and etc are translated.	Review current levels of communication Investigate the ease of translation	HT Admin assistant	Summer 2020	All parents and visitors will be able to access information easily.
	To continue to improve communication for SEN children	Staff trained in Signalong Provision of ipads for pupil communication Communication board	SENCO All staff	Summer 2020	SEN children to be able to communicate more effectively.
	To ensure that SEND parents have access to information	SEND noticeboard Parents support group	SENCO	Summer 2020	SEND parents will feel more empowered and have access to a wide range of resources.

4. 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 governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Teaching & Learning
- Curriculum policies
- Behaviour
- Admissions

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys	Provision made for any disabled children who may use the upstairs classroom in the future. The use of this room may need to be changed.	SBM SLT	
Corridor access	Corridors accessible by all	N/A		
Lifts	Lift working to access the library and the year 6 classroom	Maintain servicing schedule		Ongoing annual maintenance
Parking bays	There is no parking at the school	N/A		
Entrances	All entrances are accessible	Main gate and passage to the hall needs addressing	HT SBM	Summer 2018
Ramps	There are no steps in the school which would require a ramp.	N/A		
Toilets	All areas have access to a DDA toilet	N/A		
Reception area	The reception area is small however the large double doors ensure that it is fully accessible.	N/A		
Internal signage	Signage needs to be translate to ensure good communication	Translation visible	HT	Summer 2018
Emergency escape routes	All escape routes are displayed	Better communication and quizzes to ensure that all children and staff are aware of escape routes	HT Fire Marshals SBM	Spring 2018