



St Michael's C E Primary

Accessibility Policy

“We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve.” *(Our children)*

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

We will provide:

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

“And some seed fell on good ground. This seed grew and made 100 times more grain.” *(Luke 8:8)*

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Aims of the Accessibility Policy

This policy outlines how **St Michael's C E Primary** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This policy is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

[New] The accessibility audit

- 1.1. The governing board will undertake an **Annual** Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Spring 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2022
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Spring 2022	Staff members have the skills to support pupils with SEND	Autumn 2021
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Autumn 2021	Planning of school trips takes into account pupils with SEND	Autumn 2021
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, SENCO, SBM	Autumn 2021	Pupils with SEND can access lessons	Autumn 2021

2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	SBM	Autumn 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2021
Medium term	Learning environment of pupils with visual impairments is not accessible	Identify pupil's with visual impairment Incorporation of appropriate colour schemes	SENCO SBM	Autumn 2021	Learning environment is accessible to pupils with visual impairments	Autumn 2021
	Toilets are accessible	Stand alone accessible toilet in school and 1 in each girls toilet block	SBM	N/a	Access to toilets is increased for boys	Autumn <u>2022</u>
Long term	Children with physical disabilities can access school building	Ramp at main entrance door	SBM	Autumn 2021	School building is fully accessible	Autumn <u>2021</u>

3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO	Spring <u>2022</u>	School is aware of accessibility gaps to its information delivery procedures	Summer <u>2022</u>
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Autumn 2021	School is aware of local services for converting written information into alternative formats	Autumn <u>2021</u>
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO,	Spring <u>2022</u>	Written information is fully accessible to children with visual impairments	Summer <u>2022</u>
Long term	School website is accessible to children with SEND	Audit of website	Headteacher	Summer <u>2022</u>	Website is fully accessible	Autumn <u>2022</u>

St. Michael's Primary has clear ways of identifying, assessing and making provision for SEND as set out in our SEND policy. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

St Michael's Primary will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Policy.

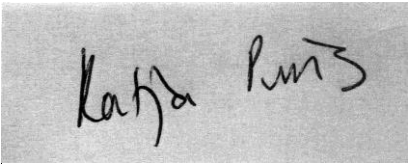
We have 120 pupils on roll which includes five 2 year old pupils and nine part time Nursery pupils. The proportion of children with SEND is 22.5 %.

The plan will be reviewed annually or sooner if required.

This policy has been approved by the Governing Body and Head teacher of St. Michael's C of E Primary School.

Chair of Governors

Signed:

A rectangular box containing a handwritten signature in black ink that reads "Katja Purvis".

Print Name: Katja Purvis.....

Date:... ..19.10.21.....

Head Teacher

Signed: 

Print name:.....GAVIN JOHNSTON.....

Date:19.10.21.....

REVIEW DATE ... OCT 2024