

ST. MICHAEL'S CHURCH SCHOOL
ACCESSIBILITY POLICY



St. Michael's
Church School

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Policy Review Schedule

Version	Author	Summary	Review Date	Next Review
1.0	S Hibbitt		July 2018	July 2019
1.1	M Cruddace	Updated	July 2019	July 2020

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1. Introduction

St Michael's Church School is a primary school for boys and girls ages 4-11 years. The school comprises of one building covering a large site which is a one storey construction. St Michael's Church School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all Accessibility Plan students with disabilities have special educational needs and not all students with SEN meet the definition for disability. This Accessibility Plan covers all of these students. This Single Equality Scheme explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

At St Michael's Church School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance

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with that duty.

Objectives

St Michael's Church 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St Michael's Church School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

The St Michael's Church School Accessibility Plan relates to the key aspects of physical

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environment, curriculum and written information.

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.

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

- Behaviour Management Policy
- Curriculum Policies
- Fire Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy/Inclusion Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

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

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The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

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A plan of the school buildings showing areas of accessibility is shown below



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Accessibility Plan: Reviewed July 2019

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?	Reviewed – July 2019
School Building accessibility points							
1	No clear disabled parking signs displayed in the car park.	Purchase some signs to put in the car park.	Mr Cruddace	End of Summer term 2018	Disabled signs will be displayed in the car park	Mr Cruddace- Maintenance manager Mrs Hibbitt Inclusion Leader Mrs Ashley – Head Teacher	Signs on Parking Bays
2	External doors in the Library close too quickly and without a soft close.	Adjust the closing bracket at the top of the door on both doors.	Mr Cruddace	End of Summer Term 2018	Both external library door will close slower and with a soft close.	Mr Cruddace- Maintenance manager Mrs Hibbitt Inclusion Leader Mrs Ashley – Head Teacher	Actioned
3	Library door (Main entrance) threshold needs to be	Contact the building company. Add to the school snagging list for	Mr Cruddace and Mrs Ashley	End of Summer Term 2018	There will be a smoother levelled entrance	Mr Cruddace- Maintenance manager	Investigated and found to be within Regulations

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	levelled in line with the external floor.	new build alterations.			and exit through that door.	Mrs Hibbitt Inclusion Leader Mrs Ashley – Head Teacher	
4	Gazebo – Needs to be wheelchair accessible. Currently a step up to the Gazebo.	Make/buy a ramp for wheel chair users to access the Gazebo	Mr Cruddace	Ongoing	A ramp will be provided for wheel chair users to use.	Mr Cruddace- Maintenance manager Mrs Hibbitt Inclusion Leader Mrs Ashley – Head Teacher	Not Applicable
5	Decking outside Yr1, Yr2 and Yr3 classrooms: There is no yellow edging to visibly distinguish the edge of the decking	Paint/put yellow edging on the decking.	Mr Cruddace	On going Need to look into the legislation for the old build to see if we need to be compliant with the new legislation.	Yellow edging would be painted/ attached to the deking.	Mr Cruddace- Maintenance manager Mrs Hibbitt Inclusion Leader Mrs Ashley – Head Teacher	Not required as not needed – Andy Baker confirmed this
6.	The decking outside Yr1, Yr2 and Yr3 classroom	Make three portable ramps that can be used when needed to allow	School to purchase//Mr Cruddace to make	End of Sumer Term 2018	Three portable ramps will be placed in	Mr Cruddace- Maintenance manager	Not required as not needed – Andy Baker confirmed this

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	doesn't have a ramp for wheelchair users.	wheelchair access in case of a fire			the two areas to be used when necessary.	Mrs Hibbitt Inclusion Leader Mrs Ashley – Head Teacher	
7.	Classroom layouts with furniture – inhibits wheelchair users to move around and exit classroom in case of a fire	If the classroom has a wheelchair user in their make sure the layout of the classroom is suitable for their needs. Limit the amount of furniture and also where it is placed to allow wheelchair access.	Class Teachers	On going Depending on need.	Class rooms will have a clear access path to the fire exits.	Mr Cruddace- Maintenance manager Mrs Hibbitt Inclusion Leader Mrs Ashley – Head Teacher And Class room Teachers.	On Going
	Corridors – Additional furniture other than the coat pegs narrows corridors.	Keep corridors clear from obstructions.	Class Teacher	On going	Corridors will be tidy and clutter free		On Going
External trips, After school Cubs and Extra curricular activities							
Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?	Issue	
8	Raise awareness of disabilities	School to seek advice from experts.	All school staff Disability rights commission	On going	Teachers and TA's aware of	Head Teacher Deputy Head	On Going

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	whenever appropriate	Consider needs of specific pupils, both for school and off-site activities			issues. Detailed information and support available and passed on by all staff.	Inclusion Leader Class Teachers TAs Other Non-Teaching staff	
		Promote disability equality via Staff meetings. PSHCE lessons. Assemblies. Celebrating difference.	All staff	On going		Head Teacher. SLT Inclusion Leader. Class Teachers. TAs. Other nonteaching staff.	On Going
9	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities	Thorough planning Advance visits Risk assessment forms completed.	Visit leaders Head Teacher	On going	School trips and residential visits are accessible for all pupils	Head Teacher Trip leaders Feedback from pupils Trip evaluations.	On Going
10	Ensure that after-school clubs	Ensure access is available for all pupils including those with	Leaders of afterschool clubs.	On going	After-school clubs and care	Head Teacher Feedback from parents and pupils.	On Going

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	and care provision facilities are accessible for all pupils.	physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.			provision is accessible for all pupils.		
11	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All staff Subject Leaders Advisors for sensory impairments.	On going	Curriculum is fully accessible for all pupils	Head Teacher SLT Inclusion Leader	

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Improving Curriculum Access							
Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?	Issue	Reviewed – July 2019
12	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	SLT Class Teachers Team Leaders	On going Review each term	Clear differentiated lessons planned for all subjects.	Head Teacher SLT Inclusion Leader	On Going
13	Interventions	Audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Inclusion Leader and Teachers with this as their performance management target	On going Review termly	Evaluation of successful interventions and evident in pupil progress meetings.	Head Teacher SLT Inclusion Leader	On Going
14	Classrooms are organised to promote the participation and independence of all pupils	Carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Class Teachers and SLT	On going Review each term		Head Teacher SLT	On Going

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15	Staff training in the production, implementation and review of Provision maps and IEP and monitoring systems.	Inclusion Leader to deliver staff training to teaching staff.	Inclusion Leader and Team Leaders	On going Review each term	Effective provision maps/IEPs showing progress made by the children. Evaluation sheets completed to a high standard showing improved results for each child.	Head Teacher SLT Inclusion Leader	On Going
16	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Senior Leadership Team Teachers	On going Review each term	All staff will be trained on effective differentiation and this will be shown in the work the children produce.	Head Teacher SLT Inclusion Leader	On Going
17	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SPLD, ASD, ADHD, Dyspraxia, Visual and Auditory impairment.	Inclusion Leader to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Inclusion Leader	On going Review each term with Staff meeting agenda.	Staff will be trained in the areas of need for this school year	Head Teacher SLT Inclusion Leader	On Going

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Improving the delivery of written information							
Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?	Issue	Reviewed - July 2019
18	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats, especially for SATS	Class Teacher Inclusion leader SLT	On going – when we need this to be converted	Children to complete assessments if their correct format if different from the standard format.	Head Teacher SLT Inclusion Leader	On Going
19	Review documentation on website to check accessibility for parents with English as an Additional Language *Added to ensure we are supportive to EAL parents but I don't think this is an issue in our school	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	SLT	End of Autumn term 2018	I think it will be too expensive to translate the policies into either Polish or Lithuanian and also not required. An interpreter would be better if we needed to translate a policy for a parent.		Not Cost effective or actually needed