

Accessibility Plan

St John with St Michael CE Primary School



Approved by: Steven Rooney **Date:** 1st September 2022

Last reviewed on: 1st September 2022

Next review due by: 1st September 2025

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements.....	6
5. Links with other policies.....	6

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.

St John with St Michael CE Primary School is an inclusive school, and we believe all children have the right to discover their talents and unleash their full potential.

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 through Lancashire Local Authority and Forward As One Multi Academy Trust.

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 pupils, parents, staff and governors of the school.

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.

Academies, including free 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.

This policy complies with our funding agreement and articles of association.

3. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a curriculum that meets the needs of 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 • We make adaptations to the curriculum to ensure it meets the needs of pupils with disabilities. • All pupils including pupils with disabilities access a full broad curriculum. The curriculum is not narrowed. 	<p>To ensure our curriculum is appropriate and meets the needs of all pupils, including those with disabilities.</p>	<p>SENDco, Headteacher and the Academy School Improvement team to monitor to the effectiveness our school curriculum in meeting the needs of all children including those with SEND or disabilities.</p> <p>To meet with parents of disabled pupils to review if there is anything further that we can do to meet the pupils needs in school.</p> <p>Half termly pupil progress meetings.</p>	<p>Headteacher</p> <p>Class Teachers are responsible for ensuring they meet the need of all learners as stated in the SEND code of Practice.</p>	<p>Half Termly.</p>	<p>Pupils with disabilities will make strong progress across the curriculum.</p> <p>Pupils with disabilities will have their needs fully met in school.</p> <p>Pupils with disabilities will be happy and enjoy coming to school.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps to access all classrooms • The whole school is based on the ground floor which means no staircases or lifts are required. • Corridor width is appropriate for safe passing. • Disabled parking bay is available for families who require it • Disabled toilets and changing facilities are available • Library shelves at wheelchair-accessible height 	<p>To ensure pupils with disabilities are able to access the physical school environment.</p>	<p>Headteacher and Health and Safety Lead to regularly monitor the school site to ensure it is accessible for all.</p>	<p>Headteacher</p>	<p>Half Termly Review</p>	<p>Pupils with disabilities will be able to navigate around the school freely.</p> <p>Pupils with disabilities will be happy in school.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<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 • Induction loops • Laptop and iPad devices to support learning • Pictorial or symbolic representations 	<p>To ensure pupils with disabilities are able to access learning within the classroom.</p>	<p>Ensure children with disabilities are able to access whole class teaching or small group teaching by ensuring appropriate resources are in place to meet their needs.</p> <p>Meet with wider professions such as Occupational Therapist, Educational Psychologists, to assess whether there is anything further school can do to meet the pupil's needs.</p>	<p>SENDco</p>	<p>Sept to Oct</p>	<p>Pupils with disabilities will be able to access learning within the classroom setting.</p> <p>Pupils with disabilities will make rapid progress at the same rate of their peers in class.</p> <p>Pupils with disabilities will be happy in school.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy