

St Michael & All Angels Catholic Primary School

Accessibility Plan 2023 – 2025



'Love one another as Jesus loves us.'

Together with the love of Jesus and our Gospel values, we will embrace each child's uniqueness and create a journey of love and enjoyment where we support our families and children in being the best they can be!

Signed: ____S Ralph_____ (Headteacher) Date: __Sept. 2023__

Signed: ____Rev. P Regan_____ (Chair of Governors) Date: __Sept. 2023__

St Michael and All Angels Catholic Primary School. Accessibility Plan 2023-2025

Our School Mission Statement

'Love one another as Jesus loves us.'

Together with the love of Jesus and our Gospel values, we will embrace each child's uniqueness and create a journey of love and enjoyment where we support our families and children in being the best they can be!

Background

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.

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period. According to the Act, a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities."

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.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually. 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 DDA). 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.

We have created an accessibility action plan. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

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.

Contextual Information

Our building is a two storey building with four classrooms upstairs.

Aims and Objectives

Our aims are to:

- Increase **access to the curriculum** for pupils with a disability
- Improve and maintain access to the **physical environment**
- Improve the delivery of **written information** to pupils and parents

The table below sets out how the school will achieve our aims.

Curriculum

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

All children have always had access to a range of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To provide more staff training to meet special needs.	All staff trained in ASC & ADHD - actions in place following training Staff trained in Attachment & Trauma	Work with SC (trainer) to plan CPD schedule ELSA training for identified people. S&L through SLA with L'Pool School Improvement EAL training through MEAS	All training to be arranged termly as needs arise	SENDCO	All children able to access all areas of the curriculum and work towards attaining age related expectation
All pupils are able to access the curriculum and make good progress	Mental Health Support S&L SLA Subject Specialists	Commission partnerships where necessary e.g. Speech and Language, SEN provision	As required	SENDCO	All children able to access all areas of the curriculum and work towards attaining age related expectation
All staff aware of curricular needs of individual pupils regarding specialist equipment.	Key staff aware of needs of children they work with and use current equipment or purchase new as necessary.	Training in specialist equipment for all once highlighted as needed. IT hardware or software installed as necessary.	Training with whole staff as required.	SENDCO	All children able to access all areas of the curriculum and work towards attaining age related expectation
Ensure P.E continues to be accessible to all.	Support for purchasing of PE kits available so all have access to them.	Liaise with external agencies and sports coaches regarding specialist equipment needed to include all pupils.	As required	SENDCO	
All out of school activities planned to ensure, where reasonable,	Risk Assessments in place to include all children in school trips where possible.	Review all extra-curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extra-curricular activities. Regular check via	EVC/ SENDCO	

participation of all pupils.			Evolve for out of school activities.		
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Physical Environment

St Michael and All Angels Catholic Primary School is continuing to grow and develop. We have recently extended and improved our Foundation Stage provision. We hope to be able to improve our Key Stage 2 side of the building in the future and improve accessibility. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To make upper floor accessible for disabled people	All other areas of the school and entrances are accessible	Plan for an internal lift	As funds become available	HT/ SENDCO	All areas of the school will be accessible to all.

Communication

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible around school	Entrance Area - Welcome signs in various languages	As families are due to arrive in school with different languages signs are displayed to aid access and understanding Ensure school literature is available in different languages	As required	EAL Lead/ SENDCO	All families feel welcome and have a clear understanding of school procedures
Information on website accessible to all.	Text can be translated for information on the website.	Ensure website is fully compliant with requirement for access by person with visual impairment.	Updated Half Termly	IT Lead/ SENDCO/ HT	Website to have very clear information that can be accessed by all people.
Information for parents/ carers to be clear for all.	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable.	School office to help parents access school information and complete forms.	Ongoing	Admin Team	Parents feel that communication is effective.
Ensure all staff are		Guidance provided to staff on dyslexia and	Regular updates	SENDCO	Staff understand how to ensure

aware of accessible formats.		accessible information. Children provided with appropriate materials.	as necessary		written information can be equally accessed.
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