

St Michael & All Angels Catholic Primary School



Accessibility Plan 2018 - 2021

Signed: ___S Ralph_____ (Headteacher) Date:___September 2018_____

Signed: ___Rev. P Regan_____ (Chair of Governors) Date:___September 2018_____

St Michael and All Angels Catholic Primary School.
Accessibility Plan 2018-2021

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.

1. Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our School's accessibility plans are aimed at:

- Ensuring that disability is not a disadvantage to children's achievement and progress.
- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

1.1. Definition of disability

The definition of disability under the law is a wide one.

- *A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*
- The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, sever Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

1.2 Current Range of know disabilities

The school has children with a range of disabilities including:

- Mental Health
- Moderate and specific learning difficulties
- Hearing Impairments
- Visual impairments
- ASC needs
- ADHD needs
- We have a small number of pupils and parents who have physical disabilities that affect access and need specialist equipment to support them.
- Diabetes
- Cerebral Palsy
- Asthma
- Overgrowth Syndrome
- Encopresis

Improving achievement for pupils with SEND needs

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.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always had access to arrange of afterschool 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	Strategies	Time-scale	Responsibility	Success criteria
Ensure that children with SEND needs receive high quality support that promotes their achievement and well-being	Develop a rolling programme of high quality training to improve provision for children with disabilities this will focus on <ul style="list-style-type: none"> • ASC • Dyslexia • Mental Health • Supporting medical conditions 	Sept 18	SENDCo, HT & AHT	<ul style="list-style-type: none"> • Improved achievement (progress and attainment) for children with SEND • Improved provision in class through focused support • Improved provision through staff training and confidence. • Raise awareness, skill and confidence of staff wen working with children with specific needs.
	Promote understanding of new SEND regulations through revised training, use of PLPs and ASPs.		SENDCo, HT, AHT	
Ensure that provision is designed to meet SEND pupils at St. Michael's and meet all statutory responsibilities.	Audit and develop provision against SEND Code and needs of children at St.Michael's	Sept 18	SENDCo & SMT	Ensure that staff plan effectively for any individual needs so that achievement improves.
	Develop audit and monitoring programme to ensure that provision is meeting the school's expectations.			
	Develop and commission partnerships to ensure high quality provision (Talk about Town, hearing support etc)			
Ensure all staff are aware of how to ensure that disabled children have best support to access curriculum.	Set up a system of individual access plans for disabled pupils when required. Include details in PLPs for required support. This could include hearing, enlarged fonts, environmental adaptations, different coloured paper etc.	Dec 18	SENDCo & AHT	Ensure that staff plan effectively for any individual needs so that achievement improves.
Use ICT software to support learning	IT hardware or software installed as necessary	As required		Ensure that staff plan effectively for any individual needs so that achievement improves.

Improving access to the physical environment of the school

St. Michael and All Angels Catholic Primary School is continuing to grow and develop. 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	Strategies	Time Scale	Responsibility	Success Criteria
Ensure all disabled pupils can be safely evacuated	Ensure all staff awareness of Personal Emergency Evacuation Plans	As necessary	SENDCo & SMT	Safe evacuation for all when necessary.
Improve access for visually impaired	Yellow strips on all stairs	As necessary	Caretaker	All areas clearly accessed
Improve access to learning resources for children with disabilities	Ensure that we have shelves at appropriate heights across the school	As necessary	SLT	Ensure that all children can access learning resources that are used on a day to day basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Languages other than English to be visible around school	Access to translators, sign language interpreters to be considered and offered if needed. Different language signs to be displayed to aid access and understanding.	As required	SENDCo	<ul style="list-style-type: none"> All families feel welcome and have a clear understanding of school procedures. Improved support for pupils who require accessibility help. Minimise barriers to access to school information. Pupils and/or parents feel supported and included. Staff understand how to ensure written information can be equally accessed.
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English. School Office will support and help parents to access information and complete school forms. Ensure website and all documents accessible via the school website	Sept 18	HT & SMT	
Ensure all staff are aware of accessible formats	Guidance provided to staff on dyslexia and accessible information	Regular updates as necessary	SENDCo	
Ensure that all information can be enlarged (electronically) or available in larger font.	Provide suitable enlarged, clear print for pupils/parents with visual impairment. If required for children this will be part of PLP aims	Sept 18	SENDCo & Office Manager	
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible.	Sept 18	HT & AHT	

