

# St Michael's CE Primary School

## Statutory Statement



|                                    |                    |
|------------------------------------|--------------------|
| Statement:                         | Accessibility plan |
| This statement was approved:       | July 2017          |
| This statement will be reviewed:   | July 2020          |
| Governor committee responsibility: | IEB                |

At St Michael's CE Primary 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/IEB 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 with that duty.**

### **Objectives**

**St Michael's CE Primary 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.**

**St Michael's CE Primary 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.

**St Michael's CE Primary School Accessibility Plan relates to the key aspects of physical 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.**

**The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body/IEB. 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'/IEB 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 IEB.**

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

Approved 

Date 11 July, 2017

**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.**



## ACCESSIBILITY PLAN

PERIOD COVERED BY THE PLAN: ACADEMIC YEAR 2017/18

PLAN WRITTEN BY: KT / CP

INITIAL DATE: April 2017

MOST RECENT REVIEW: July 2018

NEXT REVIEW: December 2018 (for Academic Year 2018-19)

**CONTEXT:**

- Major investment by ESCC in the fabric of the school took place during 2015/16; 2 new classrooms have been built and the school hall has been re-instated A new reception area has been completed and the toilet facilities updated.
- The school had inconsistent leadership from September 2014 to December 2015. Since January 2016 leadership has been consistent and is secure until September 2017. The leadership structure for 2016/17 consists of an Executive Headteacher (0.33 FTE) and a full time newly appointed Head of School.
- For the first time in many years there is a consistent staffing structure for 2016/17.
- The school has maintained its Ofsted rating of Good in May 2016.
- The school has 4 classes, taught as YR, Y1/2, Y3/4 and Y5/6.

**KEY ISSUES:**

- Accessibility to the building because it is on different levels.
- Accessibility between the floors in the building.
- Access to toilets from all classrooms.
- Attendance is still slightly below the national average
- Progress last year (2015/16) was good for all learners. SEN and Disadvantaged children made more than expected progress.

| Objectives and Actions to Address Key Issues  | Time Scale  | Led by                        | Resources  | Success Criteria, Milestones and Practice Indicators   | Monitoring                             | Evaluation   |
|---|---|-------------------------------|--|--|--|--|
| <p><b>Improving access to the physical environment</b></p> <p>School is aware of the access needs of disabled children.</p> <ul style="list-style-type: none"> <li>• Create access plans for new intake children</li> <li>• To cut hedge line for outside of school along path</li> </ul> <p>Improve access to the Early Years area.</p> <ul style="list-style-type: none"> <li>• Add ramp to classroom door leading to outdoor area</li> <li>• Make sure that all disabled children can be safely evacuated. (<i>Evacuation Plan in place; access for disabled children to be added according to need</i>)</li> <li>• Carry out regular evacuation drills</li> </ul> | <p>Term 6<br/>2017</p> <p>Monthly in<br/>Terms<br/>5&amp;6</p> <p>Term 1<br/>2017</p> | <p>SENCo<br/>CT</p> <p>DC</p> | <p>Potential building costs</p> <p>2yxr cut John O'Connor</p> <p>Building costs approx. £100</p> | <p><b>By July 2017 for September intake</b></p> <p>CP Access plans for individual disabled children are implemented.</p> <p>There is disabled access to EYFS classroom</p> | <p>Headteacher's report to the IEB</p> | <p>Termly review of provision, progress and attendance data.</p> |

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| <p><b>Improving access to the curriculum</b></p> <ul style="list-style-type: none"> <li>To audit attendance of pupils with disability. (according to need)</li> <li>Target and support those below 90%</li> <li>Set up system for information on children with access issues to be shared with all staff.</li> </ul> <p>All staff are aware of, and are able to, use SEN software and resources.</p> <ul style="list-style-type: none"> <li>Audit all SEN ICT and other resources and make a list available to all staff</li> <li>Create a priority list for future curriculum needs based on new cohort</li> <li>Re visit training on use of Clicker 6, word shark, Communicate and Print software</li> </ul> <p>All school trips and camps are accessible to all.</p> <ul style="list-style-type: none"> <li>Revisit guidance for staff on making trips accessible.</li> <li>Ensure staff know how to write and implement risk assessments</li> </ul> <p>Finance is allocated to enable PPG children to have access to school journeys/ breakfast club</p> <p>Review curriculum areas to include disability issues.</p> <ul style="list-style-type: none"> <li>Develop and review PSHE and citizenship curriculum to address disability and equality issues.</li> <li>Audit the school to ensure a variety of books and resources that reflect disability and equality (available to all staff)</li> <li>Ensure disabled children participate equally in early learning time, after school and lunchtime activities.</li> <li>Survey participation in clubs and activities by disabled children.</li> <li>Build participation into Sports Premium funding review</li> </ul> | <p>Termly</p> <p>Termly and when needed</p> <p>Term 6</p> <p>Term 1, 2017</p> <p>Term 3</p> <p>May/ June 2017</p> <p>May 2017</p> <p>Annually in July</p> <p>Annually in July</p> <p>Annually in July</p> | <p>SENCo/SLT</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>All staff</p> <p>MK/ SLT</p> <p>CM and Teaching staff</p> <p>DT</p> <p>DT</p> <p>DT</p> | <p>Staff Meeting Time</p> <p>9/2/2017</p> <p>Pupil premium allocation £1700</p> | <p><b>Starting December 2017</b></p> <p>Children with disabilities have attendance above national average.</p> <p>All children's learning needs are met</p> <p>Staff meetings</p> <p>The school has sufficient SEN resources to deliver curriculum</p> <p>Staff have the ability to access and use resources effectively.</p> <p>School trips are safe and accessible for all</p> <p>Attendance for PPG children is above the national average.</p> <p>People with disabilities are appropriately represented in learning resources</p> <p>Participation in early learning, after school and lunchtime activities reflects school dynamic</p> <p>Children with disabilities have equal access and equal participation in PE curriculum and clubs</p> | <p>Attendance report to IEB in Terms 2, 4 &amp; 6.</p> <p>Headteacher's report to the IEB</p> <p>Sports Premium report to the IEB</p> |  |

| <b>Improving access to information</b>   |                              |                          |  |   |  |  |
|--|------------------------------|--------------------------|--|---|--|--|
| <p>1. Review information to pupils and parent/carers to ensure it is accessible.</p> <ul style="list-style-type: none"> <li>• Ensure staff are aware of dyslexia friendly guidance on creating accessible information</li> <li>• Review letters home to check reading age/plain English and alternative formats are offered</li> <li>• Statutory documents accessible and published on school website</li> </ul> <p>2. Annual reviews, transition meetings and school based plan review meetings use inclusive practice</p> <ul style="list-style-type: none"> <li>• Parents/carers/children are asked about access to information and accessible formats in all reviews</li> <li>• Approaches are adopted to meet the needs of the learners.</li> </ul> <p>3. Produce accessible leaflet and increase support for parents of children with disabilities.</p> <ul style="list-style-type: none"> <li>• Work with parents to produce an accessible leaflet on SEN</li> <li>• Reintroducing the parent café for parents</li> <li>• Establish systems for sharing information for parents on SEN and disability issues</li> </ul> | Term 1                       | SENCo                    |  |   | All information is accessible for all<br>Staff are aware of dyslexia friendly guidance and can access information<br>Marking and feedback is accessible for all learners | SLT book reviews and lesson monitoring |
|  | Terms 2, 4 & 6               | SLT                      |  |   |  | Pupil Progress reports to the IEB      |
|  | Terms 2, 4 & 6               | KT/CM                    |  |   | Website is updated and compliant in line with each update released   | Headteacher's report to the IEB        |
|  | 2 x Year at parent's evening | SENCo and class teachers |  |   | Parents are fully informed with their child's progress and accessibility to all aspects of school  |  |
|  | Term 1                       |                          |  |   | Staff have the ability to access and use resources effectively.  |  |
|  | Terms 2, 4 & 6               | SENCo                    |  |   | Parents are fully informed with their child's progress and accessibility to all aspects of school  | Headteacher's report to the IEB        |
|  |                              |                          |  | SEN information report is accessible to parents and reviewed annually |  |  |