

St. Michael's Catholic Primary School



Accessibility Plan

2021– 2024

Mission Statement

St. Michael's School is striving to be a Catholic community modelled on the Holy Family of Nazareth in the hope of creating an environment that will enable all to develop their full potential.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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

1. STARTING POINTS

The purpose and direction of the school's plan – vision and values

To provide a whole school response to disability within the overall ethos of the school.

Central to our vision are the core elements set out in 'Every Child Matters' by which we strive to secure the five main outcomes for each of our pupils:

- Being healthy
- Staying safe
- Enjoying and achieving
- Being enabled to make positive contributions
- Achievement of economic well-being

We seek to serve the parish, local and wider community by offering all children a rich, broad and balanced curriculum in a caring atmosphere based on mutual respect, enabling them to take their place as valuable members of the parish and local community and society.

The key objective of this place is to reduce and eliminate barriers to the curriculum and full participation in school life for pupils, and prospective pupils, with a disability.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day today activities."

This plan should be read in conjunction with the Disability Equality Scheme, Behaviour Policy, Anti-bullying Policy, SEN Policy and Race & Gender Policy.

2. THE MAIN PRIORITIES IN THE SCHOOL PLAN

Increasing the extent to which disabled pupils can participate in the school Curriculum

- Classrooms and other settings to be optimally organised to promote the participation and independence of all pupils
- Training and awareness raising of disability issues
- Deployment of support staff to meet the needs of children with disabilities and or special needs
- Continue CPD for staff to meet needs of children in order that they can access all areas of the curriculum
- All out of school activities to be planned to ensure the participation of children with a disability
- Range of after school activities to ensure variety for pupils with a disability
- The school will continue to seek and follow the advice of LA services, specialist teachers and health professionals

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Improve signage at main entrance, provide suitable ramped access to sports field.

- The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking all future improvements and refurbishments of the site and premises

3 MAKING IT HAPPEN

Management, coordination and implementation

The plan will be a working document, the progress of which will be monitored annually when the budget is set. Any needs arising after the drawing up of this plan will be considered as they arise and may take precedence over existing entries if the need is greater.

A final evaluation of the plan will take place at the end of the three year period.

	TARGETS	STRATEGIES	OUTCOME	TIME FRAME	SUCCESS CRITERIA
BUILDING ACCESS	Improve internal access	<p>Improve signage at main entrance.</p> <p>Improve signage at reception area to provide information for those wishing to progress to other parts of the school</p>	<p>All areas of the school to have suitable signage which can easily be seen and which enables visitors to find their way successfully to areas of the school</p>	July 2023	School is more welcoming and visitors feel able to access the building unaided and with confidence
		<p>Provide suitable ramped access to sports field in accordance with current building regulations</p>	<p>Children with mobility impairment have easy access to field area.</p>	In line with yard improvements by 2023	School more able to cater for those with mobility impairments.
		<p>Provide colour contrasting strips to nosing of metal staircase in library</p>	<p>Staff and children understand an approved safe method of evacuation for those with mobility impairments</p>	End of 2023	School more able to cater for learners with visual impairments

		Provide procedure for evacuation of children with walking impairments including the use of 'refuge points'	Children with mobility impairments can move around the building independently whilst the building remains compliant with the Fire Regulations	September 2023	<p>School more able to cater for those mobility impairments under emergency conditions. Fire risk assessment uses recognised evacuation methods – school review if necessary</p> <p>School more able to cater for learners with visual impairments</p> <p>School more able to cater for learners with visual impairments. Review if pupils have mobility or upper body problems</p>
CURRICULUM ACCESS	To allocate support appropriately	Children's progress and needs will be discussed at termly progress meetings	Appropriate provision will be made for pupils	End of each term (or earlier if need arises)	Children will receive the support they need to access the curriculum

	<p>To ensure that all classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Information on children's social, physical and academic needs to enable teachers to organise classrooms accordingly</p> <p>SENCO to be made aware of equipment needs</p>	<p>Children will take part in all tasks and activities with maximum independence</p>	<p>At the end of each year and when new information becomes available</p>	<p>Children will be independent, happy and achieving in their work</p>
	<p>To continue CPD for teachers and curriculum support staff</p>	<p>IDP to be implemented on site</p>	<p>Strategies to overcome barriers to learning</p>	<p>Ongoing as need and courses arise</p>	<p>Staff more informed and better able to plan to meet the needs of the children</p>
	<p>New SENCO to attend training</p>	<p>Attend SENCO training course</p>	<p>SENCO aware of resources and strategies available to help children with a range of SEN</p>	<p>As needed</p>	<p>SENCO will ensure children with SEN can access curriculum</p>
	<p>To raise awareness of disability issues</p>	<p>In-house training and feedback from courses</p>	<p>Staff continue to develop awareness of disability issues</p>	<p>After attendance on courses</p>	<p>Staff more informed and able to incorporate new knowledge into meeting</p>

	<p>To ensure that all off-site activities are planned to take account of the needs of all children</p>	<p>Check available facilities before booking. Ensure sufficient staff and helpers accompany outing. Ensure any necessary equipment/medication is taken on visit</p>	<p>All children take part in off-site visits</p>	<p>Planning stage of each visit</p>	<p>needs of children</p> <p>All children enjoy and benefit from off-site visits</p>
	<p>To provide a range of after-school clubs for all children</p>	<p>Due consideration given to children with physical disabilities and their views sought when organising after-school clubs</p>	<p>Range of after-school clubs available for all children</p>	<p>Beginning of each academic year, or earlier if need arises</p>	<p>All children enjoy a range of after-school clubs</p>