



Accessibility Plan

St Michael's Easthampstead CE Primary School

At St Michael's we are a community of active learners who **go above and beyond** in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others.

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|---|---|
| Policy Name | Accessibility Plan |
| Brief Description: | This plan outlines our responsibilities and planned actions to ensure equity of access to education for all. |
| Status: Statutory/non-statutory | Statutory |
| Other related policies and procedures: | <ul style="list-style-type: none"> ➤ Risk assessment policy ➤ Health and safety policy ➤ Equality information and objectives (public sector equality duty) statement for publication ➤ Special educational needs (SEN) information report ➤ Supporting pupils with medical conditions policy |
| Approval level: HT/Governors/FGB | FGB |
| Approved by the Governing Board on: | 5 December 2022 |
| Frequency to be reviewed | 3 years |
| Latest Date for Next Review: | December 2025 |
| Version + Schedule of Amendments: | |
| Signed: | |
| Position: | |
| Date of Signature: | |

Go above and beyond with Love:

Kindness, Honesty, Respect and Aspiration

Context

In keeping with our school visions we are committed to ensuring access to education is possible for all. We will go above and beyond to provide equitable opportunities across the curriculum. This ambition is closely linked to our value of Aspiration and Respect.

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.

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.

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.

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.

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.

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3. Action plan

| Aim | Current Good Practice | Objective | Action | Responsible | Timescale | Success Criteria |
|--|--|---|--|-------------|----------------|--|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for 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 | Develop staff knowledge and skills in managing children with specific learning/behavioural needs. | Trauma Informed Practice training. | HT | July 2023 | Staff will have a clearer understanding of how to manage challenging behaviours. |
| | | Ensure the curriculum resources include examples of people with disabilities. | ASD/ADHD friendly classroom training for teaching staff. | SENCO | July 2023 | |
| | | | Audit of resources. | SLT | September 2023 | Children will extend their understanding of disability, |

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| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height | ICT resources to be more accessible to all. | ICT equipment to be purchased to enable access within the classrooms. | HT/SBM | July 2023 | ICT equipment purchased and used in classrooms. |
| Improve the delivery of information to pupils and carers with a disability | <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 • Pictorial or symbolic representations | Ensure all information is accessible to children. | Review needs in line with SEN register annually. | SENCO/SBM | July 2023 | Information is accessible to all. |

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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 FGB.

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