



# Accessibility Plan: School Specific

## **At St. Michael's:**

- 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.

## **Aims**

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

## **Definition of Disability**

According to the Equality Act 2010, a person has a disability if: a) He or she has a physical or mental impairment. b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

## **Other Documentation**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Single Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- SEN Information Report
- Behaviour Management Policy
- Educational Visits Policy
- School Local Offer

- Child Protection Policy
- Medical Policy

### Monitoring and Review

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Academy Board (LAB).

Completed by: P. Hynan

Approved by: LAB

Last updated: November 2024

Next review date: November 2025

### Increase access to the curriculum for pupils with a disability

Key Issue	Strategies	Responsibility
Differentiation and scaffolding in teaching and learning.	<ul style="list-style-type: none"> <li>• Use of the Birmingham Literacy, Language and Maths continuums</li> <li>• Staff training, coaching and modelling</li> <li>• Formative and summative assessment</li> <li>• A personalised curriculum is devised and implemented, in conjunction with external agencies, where needed.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> </ul>	Teachers SLT SENCO
Intervention	<ul style="list-style-type: none"> <li>• Provision mapped out by SENCO</li> <li>• Intervention provision is provided through curriculum and outside of the classroom</li> </ul>	SENCO Teachers Support Staff SLT
Classroom Environment	<ul style="list-style-type: none"> <li>• Classrooms are organised to promote the participation and independence of all pupils</li> <li>• SENCO to audit resources to enable accessibility of curriculum through quality first teaching</li> <li>• Resources are available to remove barriers to learning for all pupils</li> <li>• Specific resources are available tailored to the needs of pupils</li> </ul>	Class teachers SENCO
Educational Visits	<ul style="list-style-type: none"> <li>• Liaison between class teachers, SENCO and venues</li> </ul>	Class teachers
Increase awareness in children's accessibility to the curriculum and resources.	<ul style="list-style-type: none"> <li>• Guidance for classroom environments and resources disseminated and audited on making the learning environment suitable for different needs, such as the visually or hearing impaired.</li> <li>• CPD is sought and provided for staff on curriculum and resource access; for example, dyslexia friendly classroom, autistic spectrum disorder and visual and hearing impairments.</li> <li>• The use of ICT to enable access to the curriculum.</li> </ul>	SENCO Teachers Support Staff SLT

## Improve and maintain access to the physical environment

Key Issue	Strategies	Responsibility
Classrooms free of clutter and obstruction	<ul style="list-style-type: none"> <li>• Ensure there is no unnecessary clutter</li> <li>• Ensure there is no unnecessary furniture</li> </ul>	Class teachers Site manager
Wheelchair Access	<ul style="list-style-type: none"> <li>• Ensure all areas of the school are accessible to wheelchair users</li> <li>• Where wheelchair access is not possible, alternative provision is made i.e. moving classes to a different floor</li> <li>• Adaptations are made to the environment, where necessary e.g. ramps, lifts, corridor width (removal of furniture), disabled parking bays, disabled toilets and changing facilities, shelving is at an accessible height</li> </ul>	SENCO Site Manager
Evacuation	<ul style="list-style-type: none"> <li>• Ensure all pupils with a disability, medical condition or other need can evacuate the school building safely.</li> </ul>	SENCO SLT

## Improve the delivery of information to pupils with a disability

Key Issue	Strategies	Responsibility
Information for parents and carers is accessible	<ul style="list-style-type: none"> <li>• Information is presented in clear print and plain English</li> <li>• Information is provided in electronic format and paper format, for those who request it.</li> </ul>	Class teachers Site manager
Parents and Pupils with a visual or hearing impairment	<ul style="list-style-type: none"> <li>• Information provided in large print, where needed</li> <li>• Information provided in Braille, where needed</li> <li>• Induction loops used, where needed</li> <li>• Pictorial and symbolic representations used, where needed</li> </ul>	SENCO Class teachers Support Staff
Parents and Pupils with English as an Additional Language	<ul style="list-style-type: none"> <li>• Access to translators and interpreters, where needed</li> <li>• Resources are translated into home language, where needed</li> <li>• Dual language resources provided, where needed</li> </ul>	All staff