



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Accessibility Policy

Date of issue	November 2018
Renewal date	November 2021

*To nurture and inspire our children to develop a love of learning in a supportive
Christian community and become the best they can be*

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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.

This policy should be read in conjunction with the school's Equal Opportunities policy and, where appropriate, our School Improvement Plan, our SEN Local Offer and SEN policy.

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, this 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 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.

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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.

3. Action plan

Accessibility plan Strand 1		Increase the extent to which disabled pupils can participate in the school curriculum			
Target	Strategy	Who	Success criteria	Funding implications	Timescale
To ensure all children reach their academic potential	Children will continue to be tracked and monitored as they progress through the school.	Inclusion Manager, teachers, headteacher	Children will make measurable progress	Assessment materials Internal target setting	Ongoing Formally 3 x per year.
Teachers are equipped to teach pupils with a range of disabilities	Identify training as appropriate for teachers, LSA's and teaching assistants after curriculum audit	Headteacher/ Inclusion Manager	Children will make appropriate progress	Training budget	ongoing
To ensure that each classroom is set up to allow children with disabilities such as hearing loss or visual impairment to access the curriculum	Ensure all teachers are aware of any children with disabilities in the class. Equipment such as, whiteboards, multimedia projectors for enlarging text etc is available. White lines are painted on edge of all steps.	Governors, headteacher	Children with physical impairments will not be disadvantaged	Hardware costs	ongoing
To access all available documentation to support inclusion.	Senior staff to attend relevant courses and to co-ordinate acquisition of support documents.	Governors, I.M., SIT	Work in school will be supported and enhanced by relevant information	Training costs Documentation costs	ongoing

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Children identified with SEN make at least as good progress as their peers	Children are identified early and provision trackers set up with teachers and Inclusion Manager. Teaching assistants are trained in appropriate intervention strategies such as springboard, quest, 15 mins per day, FLS, word wasp etc.	I.M., teachers	Children will make measurable progress	Training costs, intervention schemes	Ongoing and meetings (Audit of Needs) & parental meetings x 3 per year.
To offer pupils a range of options for recording work	To explore the range of recording options available and to match these to the appropriate children eg . video, photos, computer, tablets.	Headteacher, I.M., Teachers, Support staff	Children will use alternative methods of recording their work wherever appropriate	Funding as needed	Ongoing

Accessibility plan Strand 2		Improving the physical environment			
Target	Strategy	Who	Success criteria	Funding implications	Timescale
To improve the access for pupils and parents with disabilities in both buildings, and to try to minimise the disadvantage of the sloping, layered layout of the school	Each building and improvement project will take access into account.	Governors, SIT, SMSA	Ease of access and navigation around school	Capital funding Govs funding SMSA funding	
Improving access for hearing impaired children and those with attention difficulties	Plan for sound field in classrooms as child progresses through school. Attempt to get information about particular disabilities as far in advance as possible of the child entering school	Governors, SIT	The school will have acoustic tiling throughout.	Grants Match funding by SMSA etc	To start as necessary

	to allow for adequate preparation				
All areas of the building are clearly defined for the visually impaired	Regular risk assessment to take place. Colour schemes to be planned for high definition to mark doorways, steps etc. Signage to be large print and using well defined print, including emergency exits. All steps clearly marked, with edges defined where possible, and with handrails	Governors , SIT	Regular risk assessment will highlight priorities as projects are discussed.	Capital funding, R & M	Ongoing
To make play areas more accessible	To devise alternate routes to the play areas as and when necessary	SIT	All children will be able to play together regardless of disability	Cost of the redevelopment of the KS2 playground.	

Accessibility plan Strand 3		Improving the delivery of information to disabled pupils			
Target	Strategy	Who	Success criteria	Funding implications	Timescale
To continue to develop and extend the range of teaching styles to reach all pupils	All staff to be kept abreast of different methods of communication, such as Maketon signing, audio visual aids, etc.	Headteacher, I.M.	There will be a constant review of teaching methods according to the needs of children, and all children will have the opportunity to access	Appropriate hardware and software	ongoing



			the curriculum		
To ensure that all children are aware of their own targets and are involved in the process of setting them	Meetings between parents, I.M teacher and child are regular, and appropriate methods of communication are set up.	I.M, teachers, parents, children	Targets are understood by all, and are seen to be achievable.	As appropriate	Ongoing
To improve the teaching environment to allow for a rapid response to the needs of disabled children	Introduce new ICT programmes – Clicker 6, Communicate and Print to enable all children to access the written curriculum.	All staff	All children able to produce written work.	Cost of licences.	Spring term 2019

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Finance and Premises Committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- 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