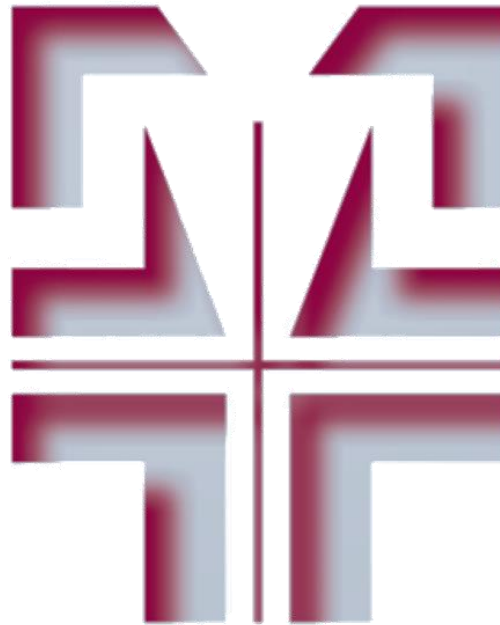


Saint Michael's CE High School

A Church of England Academy



Therefore, choose

Accessibility Plan

Responsibility to present to Headteacher	CFO and Business Director
Approval	Safeguarding, Site and Safety Committee 25.09.2019
Next Review	Finance, Premises & H&S Committee Sept 2022
Statutory	Yes
Required on school website	No

ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

A BRIEF SUMMARY OF OUR CHRISTIAN VISION

Our motto is '**Therefore choose [life]**' from Deuteronomy.



We understand this to mean growing in **body, mind and spirit**, so that all who learn and work here may flourish, experiencing the joy and hope of **'Life in all its fullness'**.

This is further explained in our Mission Statement,

*'As a vibrant learning community
we choose to serve God,
pursue excellence
and celebrate the uniqueness of each individual.'*

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1. Aims

This policy applies to all who work and learn at St Michael's CE High School.

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.

The school aims to treat all its pupils fairly and with respect, providing access and learning opportunities for all of its pupils without discrimination of any kind.

God is at the heart of all we do. The focus is on providing opportunities for **growth in body, mind and spirit**, so that all who learn and work here may experience the joy and hope of '**life in all its fullness**' ([John 10 v10](#)).

This means that we provide opportunities for each pupils to 'be the best they can be', to find for themselves the person God wants them to be and to flourish in a learning environment where the pursuit of excellence based on the highest expectations and aspirations from and for all, is the norm.

The school is committed to ensuring that 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. The services of independent and specialist teachers such as Hearing and Visual Impairment are regularly utilised. Support is offered by the Local Education Authority. The views and aspirations of disabled pupils, their parents and other young people are taken into consideration. The school also refers to its Asset Management Plan, developed with support from a building consultant, to put into place strategies that ensure accessibility for pupils with disabilities to all areas of the taught curriculum.

A copy of this accessibility plan is available online, on the school website. 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.

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.

As an Academy, this policy complies with the school's funding agreement and articles of association.

3. Action plan

Below action plan sets out the aims of St Michael's accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible SENDCO/ SLT Link	Review Date	Success criteria/evidence
Increase access to the curriculum for pupils with a disability	St Michael's has taken the following actions : Specialist classrooms at ground floor level enables the teaching of all subjects to people gifted with different skills. The installation of lifts has extended the offer.	Set a room timetable to ensure that pupils with a disability are fully engaged with their learning.	To review annually and when required to accommodate an injured pupil.	CJH		Pupils' individual progress records.
	A tailormade programme is created for pupils with the input of the Personal Learning Centre (PLC). Curriculum progress is tracked for all.	Use TAF meetings records to justify the introduction of a personalised curriculum.	Liaise with all relevant staff to support specific pupils.	SENDCo		
	Some pupils have been given a laptop or tablet to assist their learning; others, allocated specialist furniture.	Keep a register of the users and their borrowings/returns.		SENDCo		Samples of learning materials, Pupil Managers' meeting notes.
	Teachers ensure that resources are tailored to the needs of pupils who require additional support to access the curriculum.	Teachers to work with PLC staff, develop individual lesson plans and prepare suitable learning aids.	Create a repository where useful materials can be saved for future use.	CLs/CJH		
	Help and support are provided for disabled pupils in Physical Education (PE) and practical subjects such as ICT, Food	Diversify teaching techniques so that all 4 types of learners learn.	Value pair/group work in the lessons	SENDCo		

	<p>Technology, Textiles and Product Design.</p> <p>All staff who organise school trips identify pupils with disability and make appropriate provision in terms of transport and support if required.</p> <p>Extra curricular activities -after school clubs, sporting, cultural activities and school visits- are offered to all and participation is monitored via regular individual ECM interviews and enrichment review questionnaires.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is constantly reviewed to ensure it meets the needs of all pupils.</p> <p>St Michael's works with the Lancashire County Council to ensure that ECHPs and Statements are implemented correctly, requesting additional funding to offset major disbursement.</p>	<p>Document</p> <p>Offer a rich selection of activities and encourage pupils to apply.</p> <p>Capture learning progress and attainment, review in light of personal and group year targets. Bear in mind focus on some groups of pupils (premium, boys, disadvantaged...)</p> <p>Monitor pupil premiums. Individual allocation for Pupil Premium is not required but is reported to LCC via the LAC. A monthly budget reconciliation would help spot shortage of funds and flag it up to the Finance Director.</p>	<p>Ensure all documentation is in place and correct action has been taken e.g. allergy and measures to avoid food cross-contamination.</p> <p>Develop funding links/review meetings with LCC</p>	<p>Visit Leader EVC</p> <p>CJH</p> <p>CJH</p>	<p>Recording documents that could be needed for an audit.</p> <p>ECM interview notes and register. Award certificates. Progression.</p> <p>Debrief national policies and apply to school. Staff meeting notes. Outside agency meeting minutes. Sharing best practices among local schools.</p>
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<p>Improve and maintain the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</p>	<p>St Michael's learning environment is adapted to ensure that every pupil can access and take part in every aspect of school life.</p> <p>This includes:</p> <ul style="list-style-type: none"> • ramps • external steps signalled by yellow painted nosings • elevators/lifts • specialist equipment e.g. hoists • corridor width • disabled parking bays • disabled toilets and changing facilities • library shelves at wheelchair-accessible height <p>Saint Michael's proactively seeks new funding streams</p>	<p>Familiarise with the needs of pupils at all times, e.g. new intake, accidents..., inform teachers and conduct a risk assessment before the activity takes place.</p> <p>Maintain and repair as and when needed. Seek 3-5 quotations ideally before commissioning work.</p> <p>Identify medium and long-term improvements.</p> <p>Ensure that the physical environment meets latest buildings regulations.</p> <p>Inform the school's safeguarding, site and safety committee.</p> <p>Apply for funding.</p> <p>Organise sponsored events.</p> <p>Liaise with St Michael's Academy Trust as parents can support in this way.</p>	<p>Write recommendations in the Asset Management Plan</p>	<p>Safeguarding, Site and Safety Committee</p>		<p>Secured diverse funding streams</p> <p>Ongoing new building and maintenance work</p>

Improve the delivery of information to pupils with a disability	<p>St Michael's will consider a range of communication methods to ensure information is readily accessible if required to meet the need of an individual pupil. This could include:</p> <ul style="list-style-type: none"> • internal signage, including 'sympathetic colours', pictorial or symbolic representations • braille and large print resources with the help of Visual Impairment support teachers • the school hall fitted with a hearing loop audio system • electronic communications : emails and messaging • website, case studies and videos with GDPR in mind • parents' evenings • school Synergy MIS 	<p>Understand the needs of pupils with disability and review internal signage.</p> <p>Identify local printing businesses.</p> <p>Have recourse to LCC Service to convert written information into alternative formats.</p> <p>Ensure that acoustics works. Conduct regular maintenance and gather after event feedback</p> <p>Ensure different communications channels are used to address all age groups and make the most of latest technologies, which prove more cost-effective.</p>				<p>Increased intake of pupils with learning difficulties and disabilities, which can be quite severe and challenging... requiring intense support.</p> <p>Increase in literature and case studies</p>

4. Monitoring arrangements

This accessibility plan should be reviewed every **3** years. However, Saint Michael's Senior Leadership Team will continue to evaluate and review the document annually, during the Trinity term, so that the views of pupils and parents are always taken into account.

The governing body will approve the plan and budget accordingly for school building improvement work.

5. Links with other policies

Saint Michael's will review its accessibility plan alongside other relevant policies :

- Admission arrangements policy
- Behaviour for learning policy
- Charging policy for school activities
- Child protection policy
- Data protection and GDPR
- Equality information and objectives (public sector equality duty) statement for publication
- Home school agreement policy
- Premises management documents
- Relationships and Sex education policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Worship policy

Appendix 1: Accessibility audit

The table below contains some examples of the features that Saint Michael's may wish to assess as part of the annual audit of the school's physical environment. It is far from being an exhaustive list.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Can pupils in wheelchairs move around the school easily ?	No action needed – pupils can move around school easily. Two inaccessible classrooms E5/6 and PGU area due to existing steps. Regular annual maintenance of all areas. No further action needed		
Lifts to access storeys	Are they in good condition ? Have they been serviced recently ?	Lifts in excellent condition and regular servicing takes place annually. No further action needed		
Parking bays	Are they marked clearly ? Is parking safe and the route logical ?	Two parking bays at front of school are clearly marked for disabled access. The route is logical and safe. No further action needed		
Entrances	Any potholes or dislodged flags ?	No potholes or dislodged flags. Checks of access areas undertaken regularly. No further action needed.		
Hoists	Ratio. Maintenance.	Hoist in accessible toilet room regularly serviced. Staff ratios when supporting pupils are compliant with regulation. No further action needed		

Ramps		No ramps needed on school site currently.		
Toilets / showers	Are they fitted with a panic button ?	Accessible toilet is fitted with a panic button. No further action needed.		
Reception area	Limit passage of pupils during peak hours when outside people visit reception.	Reception access monitored daily by office staff to ensure clear access. No further action needed.		
Common rooms : assembly hall, canteen, library, gymnasium, outdoor sporting facilities, playground...	Are their sizes and layouts suitable ?	All common rooms are accessible and suitable in size and layout.		
Internal signage	Could any of the décor and signage confuse or disorientate disabled pupils with visual impairment, autism or epilepsy ?	Clear and accessible signage around school. No further action needed.		
Lighting	Are all areas well lit ?	All areas are well lit. No further action needed.		
Storage areas	Does the layout prevent disabled pupils from accessing aids and equipment ?	Pupils do not access storage areas and are able to access all aids and equipment. No further action needed		
Emergency escape routes	Are they well signposted ? Are emergency and evacuation systems set up to inform ALL pupils, including those with SEN and disability ?	Routes are well signposted and provision is made in the Emergency Evacuation plan for all pupils in school with SEN and disability. No further action needed.		

<p>Auditory systems to complement visual aids</p>	<p>Do alarms include both visual and auditory components ?</p> <p>Are non-visual guides used to assist people in using facilities ?</p> <p>Rooms acoustics, equipment noise and materials presentation may be checked to prevent the exclusion of people with impaired vision and hearing from arranged events.</p>	<p>Alarms include visual and auditory components in main corridors and around school. There are no visual components within classrooms, however, pupils should not be unsupervised within classrooms except during wet lunchtimes. Staff patrol those areas during wet lunchtimes.</p> <p>Pupils in school with only minimal visual and hearing impairment currently and appropriate provision in rooms. The provision will be reviewed should the school admit pupils with significant disability in vision or hearing.</p>		
<p>Specialist furniture and equipment</p>	<p>Are they selected, adjusted and located appropriately ?</p>	<p>Specialist equipment is provided for pupils with disability and items are regularly serviced. No further action needed</p>		
<p>SEN pupils' safety</p>	<p>Are disabled pupils accompanied all the time ? Are the staff contactable immediately should an incident occur, namely equipped with a mobile phone ?</p>	<p>Where the pupil provision requires them to be accompanied at all times, the school is compliant and pupils are supported by teaching assistants. Other disabled pupils not requiring support are not accompanied by staff. The SENCO is contactable at all times by walkie talkie should an incident occur.</p>		