



St. MICHAEL'S
CE (CONTROLLED) INFANT SCHOOL

Accessibility Plan

April 2024

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002. DfE guidance makes it clear that the Equality Act 2010 replicated the duties which existed under the Disability Discrimination Act for governing bodies to carry out accessibility planning for disabled people.

Definition of Disability

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.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability by - increasing the extent to which disabled pupils can participate in the curriculum - improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided - improving the availability of accessible information to disabled pupils.

Principles

Compliance with the Equality Act 2010 is consistent with the school’s aims and Equalities Policy, and the operation of the school’s SEND policy; The school recognises its duty under the Equalities Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the DRC (Disabilities Rights Commission) Code of Practice 2002;

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Education and Related Activities

The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

Physical Environment

The school will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Current Strengths

- Ramps and level access are in place across the school. This includes a path down from the top playground to the bottom playground so that steps do not need to be used.
- There is a disabled toilet and this is easy to access for anyone with limited mobility

- Corridors are kept clear to enable easy access for all users and to prevent hazards in the event of emergency evacuation
- Handrails are fitted in the disabled toilet with an emergency cord linked to the office
- Emergency lighting is operational to ensure safety on evacuation
- Termly inspections are carried out to ensure all areas are compliant with the safety policy
- Any concerns are immediately reported to the Site Manager who has a plan of action to address all concerns

Linked Policies

- SEND policy
- Equalities policy
- Curriculum policy
- Medical policy
- Health and safety policy

Monitoring and Reviewing

This plan should be reviewed every 3 years. Date for review: April 2027

Aim	Ongoing Practice	Objectives	Actions to be taken	Person(s) responsible	Completion Date	Success Criteria
<p>General: All pupils to be able to choose St Michael's Infant School</p>	<p>School liaises with parents and professionals in advance of application to ensure any adjustments needed are planned and accounted for.</p> <p>Resources are tailored for the needs of pupils who require support to access the curriculum.</p> <p>Resources include examples of pupils with disabilities to encourage positive images of pupils with disabilities.</p> <p>Appropriate targets are set for pupils with additional needs.</p> <p>Curriculum is regularly reviewed</p>	<p>To welcome any pupils with disabilities who come to the school.</p>	<p>Expertise of Hampshire advisory services to be sought.</p>	<p>SENDco, Headteacher, Office staff</p>	<p>Ongoing</p>	<p>Children able to access the curriculum fully.</p>

	<p>to meet the needs of all pupils.</p> <p>School values of love, friendship, truthfulness, perseverance, forgiveness, creative are woven through the curriculum (golden threads).</p> <p>With the distinctiveness of Christianity the school to include everyone regardless of race, sex, disability, religion, belief or sexual orientation.</p>					
<p>Specific: To improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils and staff as required.</p> <p>The school currently has:</p> <ul style="list-style-type: none"> • A disabled toilet with 	<p>To ensure pathways are even and free of obstruction</p> <p>To ensure that individual rooms are adapted for needs of pupils</p>	<p>Caretaker to carry out daily site check</p> <p>SENDco/Headteacher to check resources are appropriate for</p>	<p>Caretaker</p> <p>SENDco/Headteacher</p>	<p>Ongoing</p> <p>Regularly review-termly</p>	<p>Pathways are safe</p> <p>Ready to learn contains resources to support curriculum and</p>

	<p>handrail and alarm</p> <ul style="list-style-type: none"> • Pathway from top to bottom playground • Slope suitable for wheelchair along corridor towards EYFS 	e.g: Ready to Learn room	<p>needs of children in Ready to Learn</p> <p>Ensure that is enough space for any extra interventions that need to be carried out by planning to change ELSA/SEN room and HT office</p>	Headteacher/SENDco	By Sept 2024	<p>development of children that access it.</p> <p>There is a quiet space for interventions with individuals and small groups</p>