



## St. Michael's Catholic Primary, Esh

### Accessibility plan

Revision History					
Name	Version	Reason for change	Status	Date	Review date
Mrs C Parker Mrs C Charlton	1.1	Review	Final	September 2023	September 2026

- 1. Vision Statement**
- 2. Aims and Objectives**
- 3. Current good practice**
  - **Physical Environment**
  - **Curriculum**
  - **Information**
- 4. Access Audit**
- 5. Management, coordination and implementation**
- 6. Action plan**

### **1. Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Local Governing Committee, an individual or the Head. At St. Michael's School the Plan will form part of the Premises section of the School Development Plan and will be monitored by the Headteacher and evaluated by the LGC. The current plan will be appended to this document.

At St. Michael's School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Accessibility Plan has been developed and drawn up based upon information supplied by Bishop Wilkinson Catholic Education Trust (BWCET), The Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the BWCET and Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance of that duty.
- 3) St. Michael's School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and needs. We are committed to taking

positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

- 4) The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with disability areas, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 5) The St. Michael's School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Behaviour Policy
  - Curriculum Policies
  - Equal Opportunities Policy
  - Health & Safety Policy
  - Equality Plan
  - School Improvement Plan
  - Special Education Needs Policy
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored by the LGC.
- 12) The school will work in partnership with BWCET and Local Authority in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives.**

Our aims are:

- Increase access to curriculum with pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below

### **3. Current good practice**

We aim to ask about any disability of health condition in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of the induction process into school.

#### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten

#### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. As the site is a split site moving from site to site can create challenges.

#### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

### **4. Access Audit**

The school is a two-storey building with corridors and several access points from outside. Some entrances having steps to enter the building. There are two entrances to the playground, 1 is accessed via steps.

The upstairs part of the building is accessed by 2 separate sets of stairs.

There is no on-site car parking for staff and visitors. Staff use a lane at the side of the school.

All entrances to the school are either flat or stepped. Not all have wide doors fitted. The main entrance is accessed through a buzzer system, this is only accessible for wheelchair users with assistance.

The school has internal emergency signage and escape routes are clearly marked.

## 5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with BWCET, the Local Authority and the Diocese of Hexham and Newcastle.

## 6. Action Plan

### Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils , and prospective pupils, with a disability.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	To liaise with the private nurseries about the new 2024 intake.	To identify pupils who may need additional to or different from provision for Sept intake	Sept 2024	Headteacher/SENCO EYFS teacher	Procedures/equipment/ideas set in place by Sept 2024 which follow and improves upon previous years' interactions
	To review all statutory policies to ensure they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	Ongoing 2023-24	Headteacher/SENCO SBM All subject leaders	All policies clearly reflect inclusive practice and procedures
	To establish links with secondary schools to promote effective transition from our school	To identify pupils who may need additional to or different from provisional for July 2024 to July 2025 transition	Sept 2023-July 2024	Headteacher Y6 Staff	Procedures/equipment/ideas set in place by July 2024 and transitions are reported to be effective
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility	To ensure collaboration between all key personnel	Ongoing throughout 2023/24	Headteacher TAs Outside agencies- Health	Clear collaborative working approach
	To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> <li>• A differentiated</li> </ul>	Ongoing	Teachers SENDCO  Specialist school Ed Psych	Advice taken and strategies evident in classroom practice  ASD children supported and accessing curriculum.

		curriculum with alternatives offered. <ul style="list-style-type: none"> <li>• Training for staff.</li> </ul>			
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	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Medium Term</b>	To finely review attainment of all SEN pupils.	SENCO/Class Teacher meetings/Pupil progress  Scrutiny of assessment system  Regular liaison with parents	Termly	Class teachers  SENCO	Progress made towards support outcomes  Provision mapping shows clear steps and progress made
	To promote the involvement of disabled students in the classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Ear defenders – Sensory-ASD</li> </ul>	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classroom.  Ensuring that the needs of all disabled pupils, parents, and staff are represented within the school.
	To take account of variety of learning styles when teaching	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of P levels to assist in developing learning opportunities for children and also in</li> </ul>	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.

		<p>assessing progress in different subjects.</p> <ul style="list-style-type: none"> <li>• A range of support staff including trained teaching assistants.</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy as needed</li> <li>• Referrals for specific pupils to SEND and inclusion e.g. support visits for ASD pupils</li> <li>• Spaces created for children for access to sensory provision/ place to relax/quieter learning – ‘Listening Room’, Learning Spaces, Nurture Room</li> </ul>			
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	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Long Term</b>	To evaluate and review the above short and medium term targets annually	See above	Annually	SLT, Core curriculum co-ordinators Link Governor	All children are making good progress.
	To deliver findings to the Local Governing Committee	Governors meetings	Annually Termly SEN, Link Governor / SENCO meetings	Headteacher/SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	Improve physical environment of school environment	The school will take account the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Lively stimulating displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff.	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled as part of support plan process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and</li> </ul>	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.



		ensure they are met in all events.			
	To ensure that the needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Headteacher SENCO HLTA School nurse	Enabling needs to be met where possible.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescales</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Medium Term</b>	To improve access to the building	Drive way has access for emergency vehicles and disabled visitors/parents/pupils	Ongoing	All staff	Allowing all pupils and staff successful access to the building.
	Continue to develop playground and facilities	Look for funding opportunities  Involve School Council in decisions about spend on developments and child's view as appropriate.  Close liaison with parents/carers  Promote involvement from parents/carers in decisions about developments including from parental input on Accessibility Team	Ongoing	Whole school approach	Inclusive child-friendly play areas.
<b>Long Term</b>	To ensure driveway, roads, paths around school are as safe as possible.	Children understand how to keep safe when crossing the road  Communication with parents via safety messages/letters	Ongoing	PSHE Co-ordinator	No accidents

		<p>Involve School Council in promoting safety i.e. letter about 'speeding' around our school/community</p> <p>Specific weeks on 'Safety' theme</p> <p>Highlight use of Traffic control officer on road into school grounds</p> <p>Liaise with Councillor/Traffic Enforcement Team re parking issues and restrictions</p>			
	To improve access into building	<p>Access into school is accessible for wheelchair uses</p> <p>New door that can be opened independently</p> <p>Ramp provided where steps are to breakfast/tea club</p>	Ongoing	Headteacher SBM Caretaker Governing Body	Wheelchair access to the building
	Continue to work towards Eco Schools targets	<p>To achieve Eco Schools award</p> <p>Work with children and the local community and parents</p>	Ongoing	Headteacher Eco Group Miss Airlie	
	Seek to integrate a Nursery into the school setting to assist transition and secure pupil numbers moving forward	<p>Apply for School Condition Allocation Funding from BWCET to fund the building changes required to introduce a nursery</p>	Ongoing	Headteacher SBM Trust advice	To move forward with a building plan and staffing for a sustainable Nursery at St. Michael's

### Aim 3

Str or +	Targets	Strategies	Timescales	Responsibilities	Success Criteria
	To ensure everyone can access	Availability of documents in	Ongoing	SBM	Checking with pupil, staff

	communications from school.	alternative formats. Website ParentPay Communication Letters Opportunity for face to face conversations Parents/carers invited to wide range of school gatherings			and parents/carers that they can access communication. Exploring further adjustment where necessary.
	Continue to positively promote communication of inclusion	Signpost events and parents/carers support groups Celebrate differences positively School visits/assemblies	Ongoing	Headteacher	Provide evidence of assemblies/focus groups and the impact they have made
<b>Medium Term</b>	Further advance pupils understanding of others communication needs	Explore sign language classes	Ongoing	Headteacher	Introduce classes into school environment or extra-curricular after school activities

### **ST MICHAEL'S PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN**

At St. Michael's Catholic Primary School, we are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors.

We are committed to supporting inclusivity and promoting positive attitudes, whenever possible, regarding disability and accessibility. Equality of opportunity and equal access are fundamental to our ethos.

St. Michael's Primary School will promote a culture of awareness, tolerance and inclusion.

By means of accessibility planning, St. Michael's Primary School seeks to review the accessibility of provision for all pupils, staff and visitors to the school, to improve the provision where there is scope for improvement and to respond to unforeseen needs as they arise by adapting and amending the accessibility plan.

The following areas will be included in the accessibility action plan:

- ✓ Increasing access for students with disabilities or additional needs to the curriculum. *This will include teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.*
- ✓ Reference to access to the physical environment of the school. *This will include improvements to the physical environment of the school and physical and practical aids to learning, if appropriate*

- ✓ Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. *This will include planning to make written information more accessible by taking into account the disabilities of recipients and their preferred formats.*

An accessibility action plan is attached. This plan will be reviewed and adjusted on an annual basis although an overall review will be completed every three years. St. Michael's Primary School recognises the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This accessibility plan should be read in conjunction with the following policies, strategies and documents:

- ✓ Health and Safety
- ✓ Pupils with Special Educational Needs and/or Disabilities
- ✓ Behaviour
- ✓ School improvement plan
- ✓ School prospectus
- ✓ School website

## St. Michael's Primary School Accessibility Plan

Access to curriculum						
Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Potential cost
Ensure positive attitudes towards disability. Create effective learning environments for all, utilising feedback from pupil groups.	<ul style="list-style-type: none"> <li>▪ Ensure inclusion underpins every aspect of curriculum.</li> <li>▪ Ensure all classrooms and resources are organised in accordance with pupil need. Adjustments are made, if necessary</li> <li>▪ Seek feedback from</li> </ul>	Ongoing	SENDCO release time to monitor how pupils with specific needs are accessing the curriculum.	All staff	SENDCO through staff discussions and lesson planning  Pupil interviews  PE lead specialism	SENDCO time.  Cost of newly identified resources for classroom and PE

	<p>pupil/parent discussions regarding access to curriculum and identify any issues arising</p> <ul style="list-style-type: none"> <li>Review PE resources to support pupils with mobility/coordination issues.</li> </ul>					
View emotional well-being as the foundation for positive engagement and progress in school.	<ul style="list-style-type: none"> <li>Ongoing programme of staff training in disability awareness/emotional well-being to reflect diverse needs of students within the school.</li> </ul>	Ongoing, training identified termly.	Allocate staff meeting time to explore areas of professional development/ cover issues relating to additional needs – include as a standard agenda item	All staff		
Actively seek to engage in projects which support emotional well-being for staff and governors	<ul style="list-style-type: none"> <li>Appoint a pupil well-being champion/make use of staff member who has undergone mental health awareness training to offer support for pupils.</li> </ul>	By Dec 2023				Buy into specific projects to be assessed by SLT.

<p>Ensure only the highest expectations are in place for pupils with SEND in terms of progress from starting points</p>	<ul style="list-style-type: none"> <li>▪ Quality first teaching complemented by high quality additional staff support.</li> <li>▪ Monitor progress through in-house tracking</li> <li>▪ Ensure strong transition arrangements exist at key points:</li> </ul> <p>Nursery to Foundation (school engages fully with local Nurseries – Reception pre-emptive funding protocols) Headteacher meetings with new parents and visits to nursery for early identification of additional needs/forging positive home/school relationships as early as possible.</p> <p>Y6 to Y7 (complete local authority transition risk indicators Y6 – Y7).</p> <p>Parent 'Meet the teacher' information sharing sessions/'Pupil moving up days' – additional sessions offered if necessary.</p> <p>Enhanced transition activities from Rec to Y1.</p>		<p>SENDCO release time to lead all reviews.</p> <p>Ensure adequate preparation time for compiling documentation for Education Health Care Plans and Top up funding</p>	<p>Headteacher and Foundation Class Teacher release to engage with nurseries</p>	<p>Include in governor review cycle</p>	
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### Access to extended opportunities

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Potential cost
Increase participation in before/after school activities	<ul style="list-style-type: none"> <li>Monitor attendance of pupils with additional needs at extra curriculum activities. If % is low, explore reasons with parents/carers</li> <li>Develop specific after school opportunities for pupils with SEND to ensure diverse participation</li> </ul>	On-going	<p>Time allocated to analysis levels of participation</p> <p>Where enhancement activities are attended by pupils with SEND, ensure additional adults are available.</p>	Business manager/ SENDCO/P.E. Co-ordinator to monitor uptake of places. What else could be done to widen participation?	Include in governor review cycle	Potential costs linked to widening opportunities through additional coaches for after school clubs or additional staff employed at breakfast club, if necessary.
Ensure all policy review considers the implications of SEND to ensure the provision of equal opportunities and awareness of particular individual needs	<ul style="list-style-type: none"> <li>Consult pupils, staff, governors and parents on any proposed changes.</li> </ul>	On-going	Leadership Team and SENDCO time to review policies.	Leadership Team/ governors and SENDCO	Governors	Potential cost of staff release

### Improve physical environment - Access to/Movement around premises

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Potential cost
	<ul style="list-style-type: none"> <li></li> </ul>					

### Newsletters Information and Communication

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Potential cost
Availability of documents in alternative	<ul style="list-style-type: none"> <li>Provide constant reminders that school communication can be provided in different</li> </ul>	Ongoing	Website ParentPay Communication	Business Manager and Senior Leadership Team	Head teacher and Governors	Potential cost of admin time Annual cost of

formats.	ways if requested e.g. large print version available/verbal communication etc.		Letters Opportunity for face to face conversations Parents/carers invited to wide range of school gatherings			communication service Explore cost of audio file version of ParentMail communications.
Liaise with parish and share information through church newsletters	<ul style="list-style-type: none"> <li>Send relevant information out to parents via paper copies/website/text</li> </ul>					
Signpost events and parents/carers support groups Celebrate differences positively	<ul style="list-style-type: none"> <li>Publicise and celebrate events, where appropriate, throughout the year e.g. National Autism Awareness Week/National Well-Being Week</li> </ul>		Community visits Assembly time	SENDCO/Headteacher	Headteacher and governors	Allocate staff time to research and prepare events in school
Explore sign language	<ul style="list-style-type: none"> <li>Sign language classes available to pupils on part of programme of after school clubs</li> </ul>		Allocate within annual rota of extra curriculum opportunities			No additional costs to pupils – admin costs to copy any worksheets for pupils

## Management

- The governing body takes responsibility for the Accessibility Plan. It will be reviewed at key points, including when building work is to be undertaken or when deciding on priorities for funding bids.
- Governors will review and reconsider all aspects of the plan as they receive new pupils into the school family.
- Classroom teachers, teaching assistants and co-ordinators will consider aspects of the plan when planning, delivering and reviewing aspects of the curriculum.
- Relevant governors will consider the plan when responding to applications for EHCP pupils to join the school.

## Co-ordination

- The plan will be considered in conjunction with our pupils with SEND policies.
- The plan will be considered alongside Health and Safety policies and assessments.
- The plan will be co-ordinated with the relevant partners from the local education authority and health sector when considering the needs of individuals or groups of pupils with SEND.



- The plan will inform professional development i.e. training on Makaton, intimate care or medical procedure training.