# Disability and Accessibility Plan

# 2026-2027

St. Michael In The Hamlet
Community Primary School

## Our Aims and Values:

At St. Michael-In-The-Hamlet Community Primary School, we take a holistic view of the child to ensure that all provision and provides a foundation so that all children reach their full potential. We strive to ensure that Quality First Teaching and impactful interventions are used to reduce barriers to learning and allow for an inclusive education, where all children make progress against their starting points. Our aim is always to develop children as independent learners that access a broad and balanced curriculum that will ultimately lead to increased cultural capital. Our ambition is to ensure that all children access the classroom and highest trained professionals within it. As a school, all of our staff are teachers of SEND. We ensure that progress is monitored consistently through data hubs and teachers have a 'live' overview of progression through effective formative assessment strategies. Teachers, Learning Support Assistants, external agencies and senior leaders work closely to embed high expectations for teaching and learning.

Our mission is to ensure that every child is **safe**, **motivated**, **included**, part of a school community **team** and **happy**. Every staff member is a teacher of SEND and all staff ensure that all children can access a quality first education to fulfil their full potential.

## Responsibilities

The governors of the school are responsible for monitoring the content of the policy and the head teacher and SENDCo for its implementation. All staff are responsible for ensuring for ensuring that children can access their educational right.

## Publication

This policy is published on the school website. A paper copy is available from the school office if required. This policy was reviewed and altered in September 2022 and will be reviewed in September 2023.

## Monitoring

This policy is monitored as part of the schools' monitoring and evaluation programme.

## Inclusion and Equality Statements

### Equality

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or

adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils, parents and school governors. Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment (transgender), marriage/civil partnership, pregnancy/maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation. Under the general duty schools must exercise 'due regard' in respect of each of the nine protected characteristics to:-

1. Eliminate unlawful discrimination and harassment

2. Advance equality of opportunity

3. Foster good relations between different groups.

### Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different need creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently. Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

## Introduction to the Disability and Accessibility Plan

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 longterm 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 for 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 Governing Body, the SENDCo or the Head. We choose to review our plan annually to ensure that the needs of all pupils are considered frequently upon the changing areas of need across the school.

At St. Michael-In-The-Hamlet Community Primary School, the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Headteacher, SENDCo and evaluated by the relevant Governors' committee.

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural 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.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where necessary.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able bodied pupils; 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue a raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the SENDCo and Site Manager by the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

## Equality and Inclusion

| Target | Strategy | Timescale | Evaluation |
|---|---|---|---|
| -Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.<br><br>-Training to raise awareness of equality and disability issues.<br><br>-Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils. | -Clerk to Governors to add to list of required publication details.<br><br>-Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents.<br><br>-Review policies with staff and governors. | -On-going. | - Adherence to current legislation.<br><br>- Whole school community aware of issues relating to access.<br><br>- Policies reflect adherence to current legislation. |

## The Physical Environment

| Target | Strategy | Timescale | Evaluation |
|---|---|---|---|
| -Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all. | -SEN staff to audit accessibility of school buildings and grounds. SENDCo to check accessibility and then produce an Action Plan based on findings. | -On-going. | -Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all. |
| -Ensure any proposed 'improvement build' project is physically accessible for everyone. | -Site manager appointed will ensure compliance with building regulations regarding accessibility. | -Long Term | -Any new construction will be fully accessible. |
| -School is aware of the access needs of disabled children, staff | -Create access plans for individual disabled children as part of the | -As and when necessary. | -Individual plans in place for all disabled pupils and all staff |
| and parent/carers. School staff are better aware of access issues. | One Page Profile process, when and where necessary. | | aware of all pupils' access needs. Raised confidence of staff and governors in their commitment to meet access needs. All parents able to fully access all school activities. |
| -To be aware of the access needs of any disabled children, staff, parents, carers or governors. | - Reminder to parents and carers through newsletters to let us know if they or their children, have problems with access to areas of school building or grounds. | - Ongoing/as necessary | - Continuously monitored to ensure any new needs arising are met. |

## The Curriculum

| Target | Strategy | Timescale | Evaluation |
|---|---|---|---|
| -Continue training for teachers and support staff on current and relevant aspects of SEND including scaffolding/differentiation when required. | -Review the needs of children with specific needs, provide all relevant training. | -On-going | -All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time. |

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| -All out of school activities are planned to ensure inclusion of all pupils. | -Review all out of school provision to ensure compliance with legislation. | -On-going | -All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements. |
| -Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike. | -Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, for example Sound Field Systems for hearing impaired. | -Reviewed annually.<br><br>-On-going. | -Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. |
| -Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required. | -SENCO/Head teacher will ensure appropriate testing and reports are provided in order to apply for access arrangement. | -On-going. | -All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential. |

## Written and Other Information

| Target | Strategy | Timescale | Evaluation |
|---|---|---|---|
| -Make available school brochures, school newsletters and other information for parent's/carers in alternative formats. Availability of other written material in alternative formats also. | -Review all current school publications and promote the availability in different formats for those who require it. | -On-going | -The school will be able to provide written information in different formats when required for individual purposes. |
| -Availability of written material in alternative languages. | -The school will use information and translations provided by the EAL Team for key information for EAL families. | -On-going as needed. | -School information will be available for all. |
| -To continue improving communication for any hearing or visually impaired member of the school community. | -To maintain and update systems to support access for these members of the community. | -Review annually. Purchase of colour | -Pupils and parents and visitors who are hearing or visually impaired to be better able to access verbal or written information. |

**Policy Reviewed:** September 2022

**Next Review Due:** September 2023