



Accessibility Plan 2021-2022

St Michael's Community Academy ACCESSIBILITY PLAN January 2021 – December 2022

At St Michael's Community Academy we are aware that we have a general duty under the Equality Act 2010 to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

With this in mind this Accessibility Plan has been drawn up and covers the period from January 2021 - December 2022 and will advise other school planning documents. The accessibility plan will be reported on annually in respect of progress and outcomes and provides a projected plan for the next three years when it will be reviewed.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan aims to improve the accessibility of provision for all pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility plan will contain relevant actions to:

- 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- 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 time frame.

Possible Accessibility Issue	Current Position / Action	Timescale	Responsibility	Success Criteria
Improve access to the Curriculum				
Pupil Attainment	<ul style="list-style-type: none"> Analysis of data is undertaken to ensure progress of all groups is being made. 	Termly (Four uploads per year)	Phase Leaders, Senco, Principal, Assistant Principals	All groups make expected levels of progress Attainment gap is narrowed between identified groups
Differentiated Curriculum	<ul style="list-style-type: none"> All teachers provide differentiated planning to meet the needs of all pupils in the classroom 	Weekly	All class teachers	Differentiation evident in planning Increased pupil participation
Classroom organisation	<ul style="list-style-type: none"> All lessons to start on time Pupils have access to pre-prepared resources to support their learning and increase access to the curriculum 			
Meeting the needs of pupils with identified special educational needs and/or disabilities	<ul style="list-style-type: none"> An Annual School Focused Plan will be produced and reviewed during each academic year. Access to Learning Mentor for identified pupils requiring support beyond the classroom. Appropriate differentiation Regular staff training 	School Focused Plans On-going tracking of data	All class teachers Senco Inclusion team	School Focus Plans in place and subject to regular monitoring Differentiation evident All staff support inclusion of children - teachers and support staff will be aware of strategies to improve children's access to the curriculum and remove barriers to success
Pupils with English as a second language	<ul style="list-style-type: none"> Differentiated support as appropriate. All staff to receive CPD and support as needed to support transition of children with EAL into school. 	Termly	All class teachers Senco	EAL group make expected levels of progress Raised confidence in supporting needs of EAL children across all staff
Resources	<ul style="list-style-type: none"> Provision of appropriate resources to support pupils with 	On-going according to	All class teachers Inclusion team	Use of scaffolding resources evident throughout school

	<p>access to the curriculum, for example, use of visual timetables, now and next strips and other scaffolding materials</p> <ul style="list-style-type: none"> • Use of audio / hearing equipment where appropriate. 	identified pupil needs		
Curriculum Access	<ul style="list-style-type: none"> • All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils and resources are provided as required. • Support is provided for visits outside the classroom, administration of medicines/medical procedures. • All subject leaders to include inclusion statement on all subject policies and/or reference the Inclusion Policy to identify how their curriculum area meets the needs of all pupils. 	<p>On-going according to identified pupil needs</p> <p>Subject Leaders to ensure policies include an inclusion statement.</p>	All staff Inclusion team	<p>All children have access to the curriculum and learning outside the classroom</p> <p>All curriculum policies reference Inclusion policy/include inclusion statement</p>
Improve access to the physical environment				
Building Design / Layout	<ul style="list-style-type: none"> • Access to school is provided through main entrance, Foundation stage classrooms, key stage 1 main door and upper key stage 2 block. • Access issues to external classroom doors to playground and key stage 1 outdoor area to be incorporated in future building development, for example, ramp access. • Access to staffroom/PPA room by staff with mobility / disability is limited (upstairs) to be 	Daily basis as required	Site Manager	<p>The school is aware of access needs of all pupils, staff, governors, parents/carers and visitors</p> <p>All stakeholders feel confident their needs are met</p> <p>Buildings are usable by all</p>

	<p>considered in future building development.</p> <ul style="list-style-type: none"> • Disabled toilet must be accessible at all times. • Consider adding handrail to a cubicle in each of children's toilets and staff toilets 		Inclusion Team Senco	
Fire Evacuation Procedures	<ul style="list-style-type: none"> • Develop a system to ensure all staff are aware of their responsibilities • Individual plans to be put in place for all pupils / staff with difficulties PEEP produced for individual children and reviewed annually. • Fire officer/Senco to nominate individual members of staff to marshal children with identified needs-see PEEP. • Egress routes visual check 	<p>On-going and as required / appropriate</p> <p>Weekly by site manager</p>	Site Manager Senco	All staff, pupils, visitors able to have safe independent egress
Hearing Equipment	<ul style="list-style-type: none"> • Ensure hearing equipment in KS1/EYFS classrooms is utilised to support any hearing impaired children. • Consider extending the equipment to all classrooms 	On-going	Site Manager Senco Inclusion team	All children have access to equipment
Improve the delivery of written information				
Information for parents/carers	<ul style="list-style-type: none"> • Provide information and letters in clear print and "simple" English • School office / Inclusion team will support and help parents to access information and complete school forms • Website and all documents accessible via the school 	On-going	School office ICT Support	All parents receive information in a form they can access

	website can be accessed by visually impaired			
Provision for EAL pupils / families	<ul style="list-style-type: none"> • Languages other than English to be visible in school. • Access to translators to be arranged as needed. • Information to be translated if request received 	Ongoing As required	Class Teachers Translator / School office	All parents / pupils feel supported, valued and included

Review Dates: December 2022