

St. Michael's C of E



Accessibility Policy and Plan

Vision

"Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10.10).

Policy Reviewed and Adopted by Local Advisory Board:	Autumn Term 2026
Date of Next Review:	Autumn Term 2027
Responsible Officer:	Headteacher

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools have to carry out accessibility planning for disabled pupils. Our school's accessibility plans are aimed at: 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, and Improving the availability of accessible information to disabled pupils

Schools have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increase access to the **curriculum** for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as their peers. 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 children/students in accessing the curriculum.
- 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.
- Improve the delivery of **written information** to children, 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 various preferred formats within a reasonable time frame.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Public Sector Equality Duty

Under the Equality Act 2010, St. Michael's C of E Primary School recognises its duty to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The school is committed to promoting equality, diversity and inclusion for all members of the school community. We will make reasonable adjustments where required and work proactively to remove barriers that may prevent full participation in school life. Through our Christian vision of "Life in all its fullness" (John 10:10), we seek to ensure that every individual is valued, respected and enabled to flourish.

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The Equality Act places a duty on schools to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage compared with their peers.

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

The purpose and direction of the school's plan: vision and values

At St. Michael's C of E Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We are 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 cultural needs. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. St. Michael's promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. 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.

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.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their 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.

Our school aims to be an inclusive and kind school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Access Audit

The school is a single storey building with wide corridors and several access points from outside. All areas are all on the ground floor which wide door access to all rooms. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and the main door has a wide door fitted. The main entrance features a secure lobby. There are disabled toilet facilities available in the main corridor fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Emergency Evacuation Procedures

The school is committed to ensuring the safety of all pupils, staff and visitors, including those with disabilities, during emergency situations. Where required, Personal Emergency Evacuation Plans (PEEPs) will be developed and regularly reviewed for individual pupils, staff or visitors who may require additional support to evacuate safely. Emergency procedures will be communicated to relevant staff and practised through regular evacuation drills to ensure that all members of the school community can be evacuated safely and efficiently.

Information from pupil data

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in reception or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

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.

We currently have children with a range of identified needs, including:

- **Communication and interaction** (including Autism Spectrum Disorder (ASD) and speech, language and communication needs)
- **Social, emotional and mental health needs** (including Attention Deficit Hyperactivity Disorder (ADHD), Emotional Based School Avoidance (EBSA), anxiety and attachment-related needs)
- **Cognition and learning** (including specific learning difficulties such as dyslexia)
- **Physical and sensory needs** (including visual impairment, hearing impairment and medical needs requiring reasonable adjustments)

Views of those consulted during the development of the plan

We will consult annually with pupils, parents and staff on whole school issues. This will form part of the pupil and parental questionnaires.

We meet parents formally each term to discuss the progress of children academically and socially. Parents are also offered the opportunity, half termly, to come into school to look at books and speak to staff.

Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

This policy and Accessibility Plan are monitored by the Local Advisory Board and reviewed annually, or sooner if required due to changes in legislation, guidance or school circumstances. The Headteacher will provide annual updates to the Local Advisory Board

on progress against the Accessibility Plan and the implementation of identified actions. The Local Advisory Board will review the effectiveness of the policy and plan each year and ensure that appropriate resources are available to support its implementation. The policy will be reviewed annually and the Accessibility Plan updated annually, with a full review at least every three years.

Inclusive Practice and Removing Barriers

At St. Michael's C of E Primary School, we believe that inclusion is the responsibility of all staff and is fundamental to our vision of enabling every child to flourish. We are committed to identifying and removing barriers to learning, participation, attendance, wellbeing and achievement for all pupils.

Through high-quality teaching, adaptive practice, early identification of need and effective partnership working with families and external agencies, we aim to ensure that all pupils, including those with disabilities, special educational needs, disadvantaged backgrounds or other vulnerabilities, can access the full life of the school and achieve their potential.

We recognise that inclusion extends beyond special educational needs and disabilities. Through our Christian vision of '*Life in all its fullness*' (John 10:10), we seek to create a culture where every child feels valued, respected and included, enabling them to flourish academically, socially, emotionally and spiritually. We work proactively with families and external agencies to address barriers at the earliest opportunity and make reasonable adjustments where required to support full participation in school life. We recognise that disability, medical needs, sensory differences, communication needs, social, emotional and mental health needs, or other vulnerabilities may present barriers to regular attendance. The school will work closely with pupils, families and external agencies to identify and remove these barriers wherever possible. Attendance support will be personalised to individual circumstances, and reasonable adjustments will be made to help ensure that all pupils can access learning, participate fully in school life and experience a sense of belonging.

We recognise that barriers to learning and participation may change over time and will regularly review the effectiveness of support and reasonable adjustments in partnership with pupils, families and relevant professionals.

This reflects the current emphasis on identifying and removing barriers so that all children can belong, achieve and thrive.

Aims and Objectives Our Aims are

1. To increase the extent to which pupils with a disability can participate in the curriculum
2. To improve and maintain access to the physical environment
3. To improve the delivery of written information to pupils, family members and the wider community

Related Policies and Documents

This Accessibility Policy and Plan should be read alongside the following school policies, procedures and documents:

- SEND Policy
- SEND Information Report
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Health and Safety Policy
- Educational Visits Policy
- Admissions Policy

This Accessibility Policy and Plan should be read alongside the school's Inclusion Strategy, which outlines how barriers to learning and participation are identified and addressed through whole-school inclusive practice.

Together, these documents help ensure that barriers to participation are identified and removed wherever possible, enabling every member of our school community to flourish and achieve their full potential. Guided by our vision of '*Life in all its fullness*' (John 10:10), we are committed to creating an inclusive environment where everyone is valued, supported and given the opportunity to thrive.

Aim One: To increase the extent to which pupils with a disability can participate in the curriculum

We aim to remove any barriers which may prevent pupils with a disability from accessing the curriculum as fully as their peers. There can be challenges and barriers which could mean disabled pupils have limited or no access to some areas of the curriculum, 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 prevention 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. In our school, all disabled pupils currently have access to all areas of the curriculum (with adaptations as and when necessary, for example a disabled pupil in KS2 has one to one support during all PE lessons or time during free play on large apparatus, to ensure their safety and wellbeing). Educational visits, residential experiences, sporting activities, enrichment activities and extra-curricular provision are planned to ensure all pupils can participate. Reasonable adjustments will be made and individual needs will be considered through the risk assessment process.

Current good practice:

- Our curriculum and Collective worship celebrates difference
- We use tailored resources e.g. pencil grips, visual timetables, wobble stools, fidget toys, motor-skills programs and a number of therapy programs to support identified pupils
- We differentiate the curriculum to meet the needs of all pupils
- Staff are trained to help meet a range of specific needs e.g. ASD, speech and language, Makaton
- Identified pupils have individual outcomes which challenge and meet their needs
- Staff adapt and modify their teaching to meet the needs of all pupils
- Staff regularly communicate with parents to discuss needs and provision
- Curriculum progress is tracked for all pupils, including those with a disability
- All children are given equal access to a wide range of curriculum activities which are planned to meet a range of needs e.g. visits, visitors, themed days/week
- We identify barriers to learning, participation and wellbeing at the earliest opportunity and work collaboratively with families and external professionals to reduce those barriers.
- Adaptive teaching and reasonable adjustments form part of our universal provision for all pupils.
- We promote a sense of belonging and ensure all pupils are represented, valued and included within school life.

Targets	Strategies	Responsibilities	Outcomes	Monitoring
To make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate- begin to use SEND Ranges paperwork to support this.	Teachers to understand individual children and adapt the curriculum accordingly. SENCO to work with class teachers at least termly To use of visual timetables To support children using a range of resources	Class Teacher	Children with disabilities are able to participate fully in all aspects of the curriculum. The use of various strategies ensure children can fully participate and make the appropriate progress.	Executive Headteacher Headteacher SENDCO through review of provision.

Targets	Strategies	Responsibilities	Outcomes	Monitoring
To review attainment of all SEN pupils to ensure they make progress and achieve their targets.	SENCO/Class teacher meetings/Pupil progress Analysis of Data Regular SEND meetings with parents to review SEND support plans and next steps.	SENCO Class teachers	To ensure children are making progress towards their agreed target.	Headteacher during Pupil Progress meetings SENCO
Reduce barriers to attendance for pupils with disabilities, SEND and SEMH needs.	Work with families and external agencies to identify barriers. Implement personalised support and reasonable adjustments where appropriate.	Attendance Lead, SENCO, Headteacher	Improved attendance and engagement for identified pupils.	Attendance reviews, SEND reviews and pastoral meetings.
To take account of variety of learning styles when teaching within the Curriculum, the school aims to provide full access to all aspects of the curriculum.	Use of visual timetables across the whole school Implementation of any external advice to ensure children make progress	SENCo	Ensure the children make progress by adapting teaching to meet the needs.	Senior Leadership Team SENCo
Ensure that staff are appropriately trained in meeting the needs of children with disabilities	External advice and support Training for all staff Monitoring to implement the training	Headteacher SENCo	Staff are confident in supporting children with disabilities which impacts on their progress.	Senior Leadership Team
Ensure reasonable adjustments are consistently implemented for pupils with ASD, ADHD, SEMH and other identified needs.	Review support plans termly. Implement recommendations from professionals. Use adaptive teaching, visual supports and sensory strategies consistently across the school.	Class Teachers, SENCO	Pupils are able to access learning and participate successfully in lessons.	SENCO reviews, learning walks, pupil voice.
Strengthen staff understanding of neurodiversity and inclusive practice.	Deliver regular staff training on ASD, ADHD, trauma-informed practice and EBSA. Share good practice during staff meetings.	Headteacher, SENCO	Staff confidently adapt provision to meet a range of needs.	Training records, monitoring and staff feedback.

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.

We aim to meet the needs of pupils with a disability with regards to accessing the school environment as much as possible. 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. There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment in 2013

Current good practice:

- We seek advice from professionals when needed to support us in adapting the physical environment e.g. Durham Visual Impairment Team
- We have made adaptations to meet the needs of pupils including: Disabled parking bay, Disabled toilet

Targets	Strategies	Person Responsible	Outcomes	Monitoring
To ensure classroom environment support pupils with sensory needs and ASD.	Where needed, sensory or calm areas for children Discussion on areas for children to use when overstimulated Implement Advice from professionals	SENCo Class teachers	The school have a range of resources including calm areas to meet the needs of children	SENCo will monitoring as part of SEND review Learning Walks
To develop playground and equipment to support all pupils.	Playground equipment available for all pupils	PE co-ordinator, Teaching Assistants, Class teachers, Support Staff	Children happy and engaged in purposeful activity over lunchtimes	Observations
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils.	Ongoing audit of current skills of all staff in relation to support services they can offer pupils. Training is organised for staff	SENCo Headteacher	Due to training, the children are able to make progress as their needs are met by all staff.	SENCo Senior Leadership Team
Develop sensory-friendly environments to support pupils with sensory and emotional regulation needs.	Create and review calm spaces. Provide sensory resources where required. Adapt classroom environments following professional advice.	SENCO, Class Teachers	Pupils are able to regulate emotions and access learning effectively.	Learning walks, SEND reviews.
Review accessibility of the school environment annually.	Conduct annual accessibility audit and identify any barriers to participation or movement around the site.	Headteacher, Site Manager, LAB	Physical barriers are identified and addressed promptly.	Accessibility audit and governor reports.
Ensure emergency procedures meet the needs of all pupils.	Review PEEPs and individual risk assessments annually and after significant changes in need.	Headteacher, SENCO	All pupils can be evacuated safely in an emergency.	Annual review and fire drill evaluations.

Aim 3: To improve the delivery of written information to pupils, family members and the wider community

We aim to use a range of communication methods to make information accessible to all pupils. Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We offer a range of different formats available for disabled pupils, parents and staff (should this be requested or if we are aware of a disability that might require this). The school will seek to ensure that digital content, online learning platforms, newsletters and website materials meet recognised accessibility standards wherever possible. Reasonable adjustments will be made to support individuals accessing digital information.

Current good practice:

- Visual timetables
- Internal signage
- Collective worship addresses different needs and promotes acceptance
- Large print resources
- Pictorial or symbolic representations
- We have an open door policy so staff are available to talk to parents promptly when necessary

Aim	Strategies	Person Responsible	Success Criteria	Monitoring
To review information to parents/carers to ensure it is accessible	Consult parents/carers about access needs when child is admitted to school Review all letters home to check that they are written in plain English Produce newsletter in alternative formats e.g. large print, Braille according to need	Headteacher SENCO	Parents are able to access all information the school provides.	SENCo review meetings Parent Questionnaires
To make available any written material in alternative formats	All staff and parents aware of services available for requesting information in alternative formats.	Headteacher SENCO	Parents are able to access all information the school provides.	SENCo review meetings Parent questionnaires
To make available school brochures, newsletters and other information for parents in alternative formats	Review current school brochure and promote the availability in different formats for those that require it. – new prospectus	Headteacher SENCO	Parents are able to access all information the school provides.	SENCo review meetings Parent questionnaires
To make visual timetables and resources available in each class to support learning and language development.	Use of visual timetable	Headteacher SENCO	Children are successful in participating in all elements of the school day.	SENCo Senior Leadership Team
Improve accessibility of digital communication.	Review website content, newsletters and online platforms to ensure information is accessible and presented clearly.	Headteacher, Office Staff	Families can access information in a format that meets their needs.	Parent questionnaires and website reviews.

Aim	Strategies	Person Responsible	Success Criteria	Monitoring
Increase awareness of alternative communication formats.	Inform parents of the availability of large print, alternative formats and support with translation where appropriate.	Office Staff, SENCO	Families are able to access key information.	Parent feedback and requests for support.
Support pupils with communication needs to access information independently.	Use symbols, visuals, visual timetables and adapted resources where appropriate.	Teachers, Teaching Assistants	Pupils understand routines and learning expectations.	Learning walks and SENCO monitoring.