

Accessibility Plan

"What does the Lord ask of you? To act justly, to love
mercy and to walk humbly with your God."

(Micah 6:8)

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Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing board of St Michael's Church of England High School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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.

This plan aims to:

- increase the extent to which pupils with disabilities can participate in the school curriculum
- improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided
- improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed, and revised regularly in consultation with:

- the parents/carers of pupils
- the Headteacher and other relevant members of staff
- Governors
- external partners

This plan is reviewed annually within a three-year cycle to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Date adopted:	18 th October 2017
Date reviewed:	3 rd December 2020
Review date:	December 2023

1. The accessibility audit

1.1 The governing board will undertake an annual Accessibility Audit.

1.2 The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3 When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **visual disabilities** – this includes those with visual impairments and sensitivities
- **auditory disabilities** – this includes those with hearing impairments and sensitivities
- **comprehension** – this includes hidden disabilities, such as autism and dyslexia

1.4 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6 The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	To have a relevant and robust Accessibility Plan	Review and update the Accessibility Plan	Headteacher, SLT, SENCO, Governors	Autumn 2020	Accessibility plan reflects issues identified by pupils, staff and parents	Autumn 2021
Medium Term	After school clubs and activities are not fully accessible to pupils with physical disabilities	what is required to make each club/activity more accessible	Staff Engagement Development Manager, SENCO	Spring 2021	Pupils with physical disabilities can access after school clubs and activities	Spring 2021 Spring 2022
Long term	Ensure that outdoor learning is accessible to all including pupils with physical disabilities	Outdoor learning and any trips that take place will be fully accessible	Headteacher, SLT, Governors	Ongoing	Pupils with SEND can access lessons	Annually

Physical Environment Review

	Issue	What	Who	When	Outcome	Review
Medium Term	The school gym is not fully accessible to pupils with physical disabilities	Pupils are actively involved in fundraising to equipment that will enable disabled pupils to fully access this provision	Staff Engagement Development Manager, SENCO	Spring 2019	Pupils with physical disabilities can access the gym	It was not feasible to purchase gym equipment due to storage and issues with shared access. Following consultation with the PE Department, we agreed it would be more beneficial to purchase Poly Bat (adapted table tennis) and table cricket sets, and they have been used for both KS3 lessons and BTEC Sport.

Planning duty 3: Curriculum

The detailed arrangements for supporting pupils with Special Educational Needs and Disabilities (SEND) are included in the school's SEND Information Report.

	Issue	What	Who	When	Outcome criteria	Review
Long term	Ensuring staff members have the skills to support pupils with SEND	Specific information provided to staff on access needs/strategies for particular pupils	SENCO	Ongoing	Teaching staff are kept up to date with the changing needs of pupils	Annually
		CPD to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Ongoing	Staff members have the skills to support children with SEND	Annually

Curriculum Review

Staff are provided with regular updates on the needs and strategies for pupils. Progress of SEND pupils is reviewed on an annual basis by the SENCO.

Planning duty 4: Information

	Issue	What	Who	When	Outcome criteria	Review
Long term	Written information is accessible to all	All written communications and templates are reviewed to ensure consistency and plain English approach	Compliance & Quality Manager/SENCO	Ongoing	Parents/carers are able to understand written communications that are sent home	Ongoing
Long term	The new school website is not accessible to children with SEND	Audit of website	Assistant Headteacher Facilities and Resources/Compliance & Quality Manager	Spring 2021	Website is fully accessible	Autumn 2021