

## **St Michael's RC Primary School and Nursery**



### **ACCESSIBILTY PLAN 2016-2019**

#### **School Mission Statement**



**St Michael's RC Primary School is a Catholic family of faith, following the teaching of Christ. We strive to create an environment where all members of our school community become caring, independent and resilient individuals who fulfil their potential.**

**"I came so that you may have life, life in all its fullness" John 10:10**

## St. Michael's RC Primary School and Nursery

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. The St. Michael's RC Primary School and Nursery Accessibility Plan has been drawn up based upon information obtained and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan will be updated in April 2019 to reflect any new statutory requirements for the setting of Equality Objectives.
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 LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. 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 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. St. Michael's RC Primary School and Nursery Accessibility Plan shows how access is to be improved for disabled 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 and timely actions to:
  - 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 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 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 various preferred formats within a reasonable timeframe.

## Definition of disability

The DDA defines a disabled person as someone who has:

'A physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

5. The 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. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy

Equality Objectives (required from April 2012)

#### KEY LEGISLATION

Equality strand	Legislation
Age	Employment Equality (Age) Regulations 2006
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2006
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999

Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended

- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development Plan
- Asset Management Plan / Suitability Survey
- School Prospectus

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 on-going 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 School Brochure / Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the school website.

13. The Accessibility Plan will be monitored through the Governor Health and Safety Committee.

14. The school will work in partnership with the Local Authority and the Diocese of Southwark in developing and implementing this Accessibility Plan Accessibility Strategy.

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved \_\_\_\_\_ Date \_\_\_\_\_

Review date \_\_\_\_\_

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIME- FRAME</b>	<b>ACHIEVEMENT</b>
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff should attend appropriate training.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	On going	Children with ASD are successfully included in all aspects of school life.
All extra-curricular activities are planned to ensure they are accessible to all children. This to include the Forest School area of the school	Review all out-of-school provision to ensure compliance with legislation	Review all out-of-school provision to ensure compliance with legislation	On going	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	On going	Increase in access to the National Curriculum.
Increase in access to the Curriculum Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	On going	Community will benefit by a more inclusive school and social environment.
Ensure all children on SEN list have a provision map in place.	Provision maps for all children.	Provision map is up to date and forms a key part of the planning process for all pupils.	On going	Provision maps in place and highlighted to support the needs of individual children.
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed annually	Children who need individual adult support to participate in some activities have access to this support.

**St. Michael's RC School & Nursery Accessibility Plan - 2016 to 2019: Improving the Physical Access**

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (Est.)
Junior stairs	Double hand rail for adults and children	Add hand rail	Summer holiday 2017	?
Hall access	Continued use of junior door and ramp in the gallery for wheel chair use	maintain	On going	?
All internal doors in corridors and reception classroom	Finger guards	Maintain finger guards to avoid jamming of fingers	Easter/summer holidays 2017	
Disabled toilet	maintain	Keep clean and functional	On going	none
Year 6 stairs	stairlift	Fit stair lift to allow for access for disabled etc onto the second floor	July 2018	?

#### St. Michael's RC School and Nursery Accessibility Plan - 2016 to 2019-: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIME- FRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On going	Delivery of information to pupils and parents/carers improved - Website - polish translation
Make available school prospectus, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	On going	Delivery of school information to parents and the local community improved.
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	On going	Parental opinion is surveyed and action taken appropriately.

The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	On going	The school is able to move forward with electronic reporting to parents. Through Parent pay and Website
Multi lingual signage	To display signs in main school languages	Further improve the understanding of all in the school community	During 2017/18 year	?