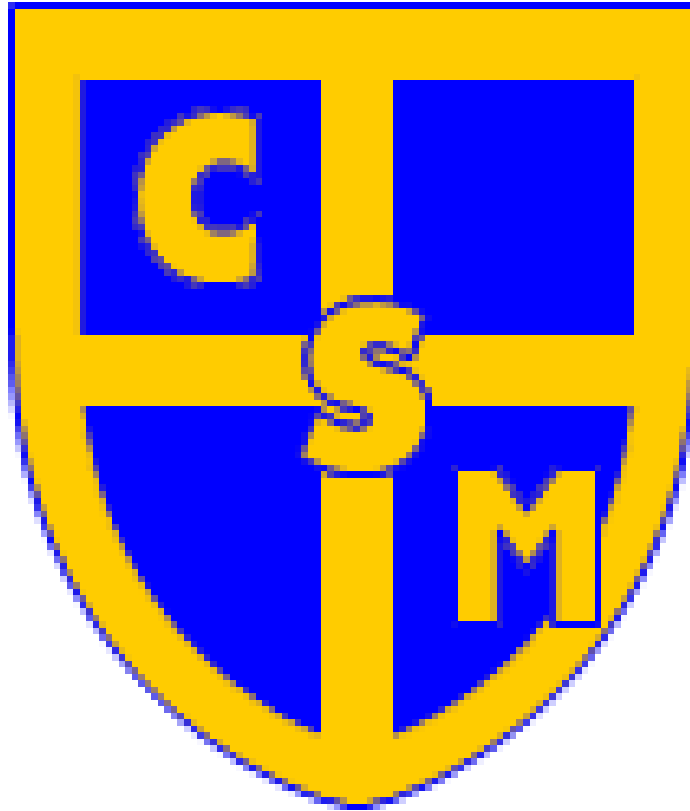


Accessibility plan

Creech St Michael Church of England Primary School



Approved by:

Date:

Last reviewed on:

3rd February 2024

Next review due by:

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	Ensure that children with an additional need are supported in their academic work with the correct level of support and resources.	Professional development of staff. Direction of support staff to be reviewed.	SLT & SENCo		Records via pupil voice, book looks, parent voice to indicate whether a child is being successfully supported.
	We use current resources tailored to the needs of pupils who require support to access the curriculum	Ensure that staff are well informed of how best to support children with additional needs, using current and relevant resources.	Find opportunities to support staff members with CPD, specific to the need of their class. Time given in staff meeting/inset to disseminate training. Visit other schools in the local area to see the resources that they are using to support their children.	SLT & SENCo		All staff have the essential knowledge and resources to create high quality first teaching for every child.
	Targets are set effectively and are appropriate for pupils with additional needs	Ensure that children on the SEND register have clear academic and social/emotional targets that they are working towards.	Professional development given to teachers to update children's' wave 2 trackers, IEPs and Pupil Passports	SENCo	Revisited on a termly basis	Staff will be aware of the targets that their children with additional needs are aiming to achieve

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Curriculum progress is tracked for all pupils, including those with a disability	Ensure that accurate and up-to-date records are kept of the progress all children are making.	Provide time for staff to complete data drop and analysis their data to inform children's targets and planning.	SLT & SENCo	Reviewed on a termly basis	Evidence of accurate and up-to-date assessment records for children who have an additional need.
	Pupils with dyslexia are supported to process information.	Ensure that all pupils are supported with processing information provide in lessons.	Children displaying traits of dyslexia complete a dyslexia screener (year 3 upwards) and dependent on the outcomes, resources are put into place to better support the child.	Teachers and SENCo	Ongoing	Children with dyslexia or dyslexic tendencies are provide with individualised support.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes:					
	An established sensory room is available to children with Sensory Needs.	A safe space for is available for children to utilize when in a heightened state.	Ensure equipment is current and well maintained Seek Training where appropriate for staff - developing skills in supporting children with sensory needs	Vulnerable Committee	Ongoing	There will be a sensory room established and utilised when needed.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Continue to ensure that school is accessible for all.	Continue to liaise with professional when considering any changes to the school's premises.	When making changes to the school's premises ensure that accessibility is considered for all physical abilities.	Premises Committee	Reviewed when required	The school will be accessible to all.
	Ensure that there is designated parking for disabled visitors	To actively discourage visitors who are not disabled from parking in this space.	To provide reminders in newsletters and/or letters to parents. Monitor the car parking bays to ensure that they are being used correctly.	Office Team/Site Manager	Ongoing	Disabled visitors are able to park close to the school.
Improve the delivery of information to pupils with a disability or have English as an additional language	Our school uses a range of communication methods to make sure information is accessible. This includes:					
	Families that have English as an additional language or have language difficulties will have access to the information they require.	Ensure that parents are able to access information provided to them.	Continue to liaise with EMA team at county. Consider translating information including letters and first aid forms into first languages for families.	EAL Coordinator & SENCo	Ongoing	All families are able to access information.
	Staff are made aware of pupils with hearing loss	Ensure that all staff are aware and able to support pupils with hearing loss.	Continue to liaise with specialists to provide up-to-date resources, guidance and CPD.	SENCo	Ongoing	All pupils with hearing loss are successfully supported academically and socially.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Staff are made aware of pupils with vision loss	Ensure that all staff are aware and able to support pupils with vision loss.	Continue to liaise with specialists to provide up-to-date resources, guidance and CPD.	SENCo	Ongoing	All pupils with vision loss are successfully supported academically and socially.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by vulnerable committee including the head teacher.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Health and safety policy
- Risk assessment policy
- Pupil Premium Policy
- School Vision Statement
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy