St Michael's C of E Schools' federation

Accessibility Policy



Creation date – September 2026	Review date – September 2027

Contents

1. Aims 2

2. Legislation and guidance 2

3. Action plan information 3

4. Monitoring arrangements 3

5. Links with other policies 3

Action plan 4-7

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 pupils with a disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability

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.

At St Michael's C of E Schools' Federation, we want all children to enjoy school, to 'be the best they can be'. We are committed to giving all of our children every opportunity to achieve the highest of standards. 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.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, as well as staff and governors of the school.

2. Legislation and guidance

This plan shows how St Michael's C of E Schools' Federation intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with a disability.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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-pupils with a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This Accessibility Action Plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

This plan incorporates the school's intention to increase access to education for pupils with a disability.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of people with a disability and how to provide assistance to enable them to enjoy the school experience as fully as possible.

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

3. Action plan

The below action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It is a core value of the school that all children are enabled to participate fully in the broader life of the school, whilst also feeling included within the school community as a whole.

4. Monitoring arrangements

This document will be reviewed annually.

It will be approved by the governing body.

5. Links with other policies

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

- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour Management Policy/Positive communication policy
- Equality information and objectives
- School improvement plan

Action plan

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

AIM – Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum. Our aim is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

PRACTICE	LEAD PERSON	STRATEGY/ACTIONS TO BE TAKEN	RESOURES	DATE TO COMPLETED BY	SUCCESS CRITERIA
SEND and medical information on children with AEN regularly updated	SENCo	Ensure SEN register reflects current pupils Ensure class profiles are updated Ensure health care plans are up to date Ensure medical register is up to date	SEN register Class profiles HCPs Medical register	Termly - ongoing	Registers, profiles and care plans to be updated and issued termly. Staff to have access via shared ICT system. Teachers and TA's to be aware of the needs in their classroom
Our school offers an adapted/differentiated curriculum for all pupils	SLT & SENCo	Teaching and learning monitored Whole school approach Inclusion walks to take place	Learning walk documentation, book monitoring, SIP visits SDP Inclusion walk documentation	Termly - ongoing	Effective quality first teaching. Effective curriculum progression documents Inclusive environment
Our school use resources tailored to the needs of pupils who	SENCo	Regular resource order Termly pupil progress	Individual support plans	Termly – ongoing	Effective deployment of resources

require support to access the curriculum		Regular meetings with parents to discuss additional resources and update support plans			Resources bank readily available for students should they need it
Curriculum progress is tracked for all pupils, including those with SEND	SLT/SENCo and Teaching staff	Regular data drop and teacher assessment Regular data monitoring by SLT/SENCo Regular data monitoring by governing body Curriculum reviewed to make sure it meets the needs of all pupils	Arbor software for teacher assessment and data drop Data monitoring forms SDP/head teacher's reports Progression documents	Termly – ongoing	Effective data and progress tracking. Data used to inform future planning and interventions.
Effective communication and engagement of parents	SLT	Introductory meetings, tours and transition meetings Termly parent contact Regular SENCo drop in sessions for parents Weekly newsletters Social media, school website	Diary dates Parents evening Parent drop in/book look SENCo drop ins Weekly newsletters and wellbeing newsletter Website regularly updated	Ongoing	Increased engagement of parents
Effective communication with other educational providers	SLT, SENCo, EYFS lead and Year 6 team	Transition meetings from nurseries to year R Transition meetings from KS2 to KS3 Attend transitional tours with AEN pupils/parents SENCo attend local SENCo forum	Attend STLS transition days for both EYFS and KS3 EYFS lead visit nurseries EYFS and SENCo attend transition meetings Secondary schools visit SMJ Strong teacher and file handover meetings	Ongoing	Smooth transition from children starting the federation, moving between KS1/2 and moving onto to secondary school
Training for staff on SEND and appropriate use of intervention	SENCo/SLT	Utilise twilight training sessions to ensure updated SEN training for staff	Performance management template	Termly training	Staff confidence in adapting curriculum, delivery of interventions

		SENCo to complete performance management for support staff and ensure necessary CPD is provided and completed Track and monitor provision/interventions	Twilight sessions Provision data monitoring and tracking Resources/software required to deliver interventions		and own knowledge development.

AIM – Improve and maintain access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

PRACTICE	LEAD PERSON	STRATEGY/ACTIONS TO BE TAKEN	RESOURES	DATE TO COMPLETED BY	SUCCESS CRITERIA
The environment is adapted to the needs of pupils as required. This includes: Ramps Corridor width Disabled toilets Library shelves at wheelchair accessible height Single story building	SITE MANAGER AND EXECUTIVE HEAD TEACHER	Regular site inspections Regular risk assessments Health and Safety policy links Regular maintenance on equipment	Risk assessments Relevant policies	Ongoing	Adapted and safe environment
Emergency escape routes	SITE MANAGER	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Ongoing	
Fire alarms	SITE MANAGER	Visual and Auditory alarm system in place	Visual fire alarms have been installed to ensure	Ongoing	

			there is a visual signal for the fire alarm, as well as an auditory one.		
Ensure all children feel safe and involved at break and lunch times	SLT, MMS AND PLAY LEADER	MMS and Play leader to set up activities that are inclusive for all Quiet space (OASIS) available MMS to encourage children to join in games MMS to report to SLT any children struggling physically, emotionally or socially with unstructured times	Equipment timetable Activities timetable Regular safety checks of equipment Buddy system for new pupils	Ongoing	Children feel safe in school
Maintain safe access round the interior and exterior of the school	SLT AND SITE MANAGER	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through media, newsletter and website – to ensure safe parking and improved safety	Premises walk daily by site manager Health and safety policies	Ongoing	Safe access throughout school. No accidents

AIM – Improve the delivery of information to pupils with SEND

To improve the delivery of information for SEND pupils and parents

PRACTICE	LEAD PERSON	STRATEGY/ACTIONS TO BE TAKEN	RESOURES	DATE TO COMPLETED BY	SUCCESS CRITERIA
Our school use a range of communication methods to make sure	SLT, SENCO	All written materials are available in alternative formats. Translation software available in school	Software	Ongoing	

information is accessible. This includes: Internal signage Large print resources Braille available Pictorial and symbolic representations Website documentation accessible for parents		Invite parents in who may need support completing forms Ensure documents use appropriate vocabulary			Information is accessible for all
Visual and pictorial representations around school	SENCO, SLT	All classrooms use visual timetables, all clearly labelled to support all additional needs with writing and pictures/symbols.	Communicate in print	Ongoing	Children able to navigate school site with ease