St Michael & All Angels Primary School

Accessibility Plan

This policy was adopted on	Date: March 2011 Reviewed April 2013/ June 2014/Sept 2014/Sept 2015/Oct 2016
By Name:	
Position:	
Signature:	**on behalf of St. Michael & All Angels Primary School**

At St Michael and All Angels we set out to ensure that the Equality and Diversity Act 2010 supports the removal of barriers in every area of school life for disabled children and adults. This aim is also underpinned by the school's Mission Statement and other policies that ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn.

Vision

The school's vision is to:-

- treat disabled children and adults equally and can participate in the curriculum;
- take reasonable steps to avoid putting disabled children at a disadvantage;
- publish an Accessibility Plan on the school website and ensure that it is that is monitored by the Governing Body and Senior Management Team on an annual basis;

The Accessibility Plan will :-

- audit strengths and weaknesses in working with disabled children and adults;
- identify the nature of the school population including pupils already in school and moving through it and the nature of the future using information available;
- ensure Equality and Diversity priorities are met;
- ensure the full participation of disabled children in school life;
- ensure that the school is organised in a way that impacts on disabled children's access to the curriculum and the schools' extended activities;
- disabled children make expected progress from their starting point;
- the views and aspirations of disabled children inform the Accessibility Plan;
- the views of Governors and parents inform the plan;
- school policies in the future are challenged with regard to disabled children;
- the physical environment of the school ensures that disabled pupils can take advantage of the whole curriculum;
- ensure that the Governing Body takes responsibility for the Accessibility Plan and it's evaluation;
- ensure that when necessary the Action Plan is made available in a variety of ways;
- ensure that school works with other agencies to put the plan into action (e.g. Social Services).

The school has identified other policies that support the implementation of the Accessibility Plan:-

- Mission Statement
- Special Educational Needs and Disability Policy
- Local Offer
- Equality and Diversity Policy
- Behaviour Policy
- Safe Guarding and Child Protection Policy
- Health and Safety Policy
- Site Security Policy
- Missing Person Policy
- Attendance Policy
- Confidentiality Policy
- RE Policy
- CPD plan

The Accessibility Plan is set out in three key areas and will be monitored by the staff, SMT and Governing Body each year and revised on an annual basis. Three key areas will support the school in improving access:

Key Areas:-

1. physical Environment;
2. access to curriculum and learning;
3. access to written information.

Priority- Physical Environment/ Accessibility	**Outcomes**	**Time**	**Resources £**	**WHO?**	**Reviewed by**	**Governors**
Urgent contact details/lists up to date and accessible	Parents/ Carers contactable quickly- Parentapp	Sept 2016	Admin time	Business Manager Admin DSO HT SENCo	Business Manager and HT	Autumn 2016 Full Governors
Risk Assessments for Fire/Emergency Plans- pictorial explanations of alarms and procedures	Access easy for pupil and staff in new classes.	Sept 2016 and April 2017	Site Manager time	Site Manager Class teacher SENCo Parents	SENCo	Autumn 2016 Full Governors

Priority- Access to the curriculum and learning	**Outcomes**	**Time**	**Resources £**	**WHO?**	**Reviewed by**	**Governors**
New Curriculum 2015	Planning in the New Curriculum 2014 is to ensure accessibility for all pupils. Support staff to be involved in planning	Sept 2016	Class risk Assessments Site Manager Risk Assessments Fire Posters to be reviewed	Site Manager SENCo HT Teachers Governors	Site Manager	Autumn 2016 Full Governors
Ensure that all groups of learners have access to the curriculum through good attendance levels.	Achieve full potential and make expected progress.	July 2017	SLAs Pupil Premium £	HT Govs DSO Family Support Worker Class teachers Admin staff Parents	Governors	Termly

Priority- Access to written information	**Outcomes**	**Time**	**Resources £**	**WHO?**	**Reviewed by**	**Governors**
Symbol software/visual Layouts/visual timetables	Pupils are as independent as possible.	June 2016 And Sept 2017	SENCo £	SENCO Computing Subject Leader Teaching Assistants	SENCo	Sept 2016
Ensure that important information for parents/carers is accessible in different forms e.g. website/policies/ access to staff	Parents receive high quality information in an appropriate manner.	Sept 2016	SENCo time	SENCo HT Pupil Premium Lead Business Manager DSO Admin Family Support Worker	Governors	Termly at Full Governors.

Additional Notes form stakeholders