

St Michael's CE Primary School



Creating a community where we learn together through respect, kindness, curiosity and faith.

Accessibility and Disability Policy

Preamble

This document is drawn up in accordance with the planning duty in the [Disability Discrimination Act 1995](#) (DDA), as amended by the [SEN and Disability Act 2001 \(SENDA\)](#).

In 2010 most of the Disability Discrimination Act was replaced by duties in the [Equality Act 2010](#). Further changes were implemented in 2011, when new regulations on the Public Sector Equality Duties were passed. The Department for Education (DfE) consulted on further changes to schools' duties and these came into force in September 2012.

In September 2014, most of the provisions in the [Children and Families Act 2014 \(CFA\)](#) were implemented. Some of the duties in CFA cover disabled children and young people as well as those with special educational needs and disabilities (SEND).

The main duties identified as:

- Not to discriminate against disabled people
- Not to treat disabled pupils less favourably without justification
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

Definition of Disability

The disability discrimination duties are owed to pupils who are defined by the Equality Act as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The Equality Act defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality Act 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

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Key Objective

At St Michael's Church of England Primary School, we aim to reduce and eliminate barriers to access of the building and the curriculum and to encourage full participation in the school community for pupils, and other stakeholders with a known disability.

Principles

Compliance with the Equality Act is consistent with our school aims, Equality Policy, and the operation of the Special Educational Needs Policy.

We recognise our duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To plan to increase access for disabled pupils
- We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- We respect the parents' and child's right to confidentiality.
- We aim to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum.

School Activity

There are three main areas for Accessibility Planning activity:

1. Education and related activities

- We will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- We continue to further the awareness and expertise of teachers and support staff in areas relating to Special Educational Needs and Disabilities through training.

2. Physical Environment

- We will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatments and colour schemes, and more accessible facilities and fittings.

3. Provision of Information

- We will make every effort to be aware of local services, including those provided by the LA, for providing information in alternative formats when requested or required.

Linked Policies and Documents:

School Development Plan
SEND Policy
School SEND Information Report

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RBWM local offer
Teaching and Learning Policy
Equality Policy
Medical Conditions Policy
Emergency Evacuation Procedure
Health and Safety Policy

This policy was adopted by St Michael's CE Primary School and agreed by the Standards, Achievements and Curriculum and ratified by the Full Governing Board.

Approved by:	Sally Coneron	Date: 7/10/24
Last reviewed on:	Autumn 2024	
Next review due by:	Autumn 2025	

Access to the curriculum for pupils with a disability

Current good practice	Time frame	Objectives	Actions to be taken	Person responsible	Outcome
<p>Our school ensures equality of access to the full curriculum for all children.</p> <p>We use resources tailored to the needs of the pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Ongoing	<p>Continue to develop staff awareness of children with Special Educational Needs and Disabilities.</p> <p>Provide specialist training for teachers and support staff to support pupils with a particular disability when a pupil with a particular disability is admitted.</p>	<ul style="list-style-type: none"> • INSET • Training • Professional learning sessions as necessary • Liaison with external agencies as necessary 	<p>Headteacher</p> <p>SENDCO</p> <p>Class teacher</p>	<p>Children make good progress.</p> <p>Confidence demonstrated by staff when teaching and interacting with a child with a disability.</p>
	Ongoing	<p>All staff continue to have high expectations of all pupils and strive to remove barriers to learning and participation.</p>	<ul style="list-style-type: none"> • Professional learning sessions as necessary • Training for staff on specific SEND difficulties • Purchase of resources including software and programmes to increase accessibility for all pupils • Planning, assessment and tracking • Lesson monitoring • IEPs & SEND register • Engagement Model records • Liaison with parents/carers • Assessment records 	<p>Headteacher</p> <p>SENDCO</p> <p>Class teacher</p> <p>Support staff</p>	<p>Children are engaged and make good progress in their learning from their starting points.</p>
	Ongoing	<p>Lessons continue to provide opportunities to inspire all pupils to achieve their best.</p> <p>Staff continue to recognise and plan for additional time and effort needed by some disabled pupils (e.g. lip reading by hearing impaired children).</p>	<ul style="list-style-type: none"> • Planning • Lesson monitoring • IEPs • Engagement Model records • Pupil Progress data 	<p>Headteacher</p> <p>SENDCO</p> <p>Class teacher</p> <p>Support staff</p>	<p>Children are engaged and make good progress in their learning from their starting points.</p>

		All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.			
	Ongoing	<p>Rigorous termly analysis of pupil attainment and progress data for those who are on the SEND register.</p> <p>All teachers (and Governors) to understand what our assessment data tells us.</p>	<ul style="list-style-type: none"> Progress of all pupils tracked. Data analysed. All appropriate data passed on to new teacher at the end of the school year. Pupil Progress Meetings with teachers to analyse pupil progress, identify any barriers and plan for next steps. Regular data presentation to Governors. Transition meetings with next schools. 	<p>Headteacher</p> <p>SENDCO</p> <p>Assessment Leader</p> <p>Class teacher</p>	<p>Staff use AfL strategies to regularly gather information to successfully track the progress of children with SEND.</p> <p>All teachers understand the assessment process and use it to plan next steps and interventions to ensure all pupils are making at least good progress.</p>
	Ongoing	Educational visits continue to be accessible to all pupils regardless of attainment or impairment.	<ul style="list-style-type: none"> Risk assessments made Pre-visit when appropriate Appropriate adult to child ratios Close liaison with parent/carer 	<p>Headteacher</p> <p>SENDCO</p> <p>Class teacher</p>	<p>All children participate fully in all education trips and visits.</p> <p>Appropriate risk assessments prepared.</p>
	Every year	<p>Pupils with a disability encouraged to visit the school prior to being admitted and as often as necessary.</p> <p>Our pupils with a disability encouraged to visit their next school prior to the induction day and as often as possible.</p>	<ul style="list-style-type: none"> Parents/carers informed of this opportunity and encouraged to take it up. Enhanced transition programme delivered in school for SEND pupils Effective communication between school SENDCOs Additional school visits for pupils with high needs 	SENDCO	Those pupils with particular needs and/or concerns visit the school and become more confident in the transition. Meet with members of staff from previous setting if appropriate.

Access to the physical environment for pupils with a disability

Current good practice	Time frame	Objectives	Actions to be taken	Person responsible	Outcome
<p>Some of the environment is adapted to the needs of pupils:</p> <ul style="list-style-type: none"> • External access to all classrooms from the playground (some via ramp) • Disabled parking bay on the road and in the car park • One disabled toilet and shower • Handrails • Acoustic boards in the hall 	Prior to & when a child is admitted	Building modifications to take into account the needs of the child when a child with a particular disability is admitted.	<ul style="list-style-type: none"> • Appropriate strategies taken according to the needs of the individual. • Parents/carers to be consulted. • LA/Diocese to be consulted • Disabled societies/groups to be consulted. 	<p>SENDO</p> <p>Headteacher</p> <p>Class teacher</p> <p>Site manager</p>	Children able to move freely and safely around the whole school.
	Ongoing	The layout of all areas, including classrooms, to allow access for all pupils. Purchase portable ramps if needed.	<ul style="list-style-type: none"> • Consider location of year groups if a child with a particular need is admitted. • Appropriate strategies taken according to the needs of the individual. • Parents/carers to be consulted. • LA/Diocese to be consulted • Disabled societies/groups to be consulted. • Corridors kept clear. • Site manager to monitor areas to ensure they are accessible. • Teachers evaluate the use of space and furniture in classrooms and organise to ensure access for all pupils. • Pupils encouraged to push their chairs in and keep their classrooms tidy. 	<p>SENDO</p> <p>Headteacher</p> <p>Class teacher</p> <p>Site manager</p>	Children able to move freely and safely around the whole school.
	Prior to & when a child is admitted	Access survey completed when a pupil with a particular disability is admitted or moves to a new classroom. Ensure there are no physical barriers to access for pupils with a range of disabilities.	<ul style="list-style-type: none"> • Consultation with pupil. • Regular review of premises with particular pupils in mind. • Observation of pupil around school. 	<p>SENDO</p> <p>Headteacher</p> <p>Class teacher</p> <p>Site manager</p>	<p>Children able to move freely and safely around the whole school.</p> <p>Full physical access to the curriculum.</p>

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		Classrooms optimally organised for disabled pupils. Furniture, equipment and resources selected, adjusted and located appropriately e.g. lockers and sinks at appropriate height.	<ul style="list-style-type: none"> • Consultation with parents/carer and appropriate agencies. • Peers made aware of the child's special needs as appropriate. 		All furniture/equipment and resources are fit for purpose.
	Prior to & when a child is admitted	PEP (Personal Evacuation Plan) devised for all children with a physical disability.	<ul style="list-style-type: none"> • Headteacher and SENDCO to write PEP in consultation with teacher and pupil and parents/carers. 	Headteacher SENDCO	All children with a physical disability to have a PEP so all children able to exit school safely in an emergency/fire drill.

Access to information for pupils and adults with a disability					
Current good practice	Time frame	Objectives	Actions to be taken	Person responsible	Outcome

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<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources if appropriate • Pictorial or symbolic representations • Sign language interpreter if required 	Ongoing	Staff familiar with technology and practices to assist pupils/parents and carers/visitors with disabilities when talking to a hearing-impaired person.	<ul style="list-style-type: none"> • Appropriate training when necessary. 	SENDCO	Pupils/parents and carers/visitors feel welcomed and understand everything around them.
	Ongoing	All correspondence to continue to be written in plain English and using a clear font.	<ul style="list-style-type: none"> • Clear font (Century Gothic) used for all correspondence. 	Headteacher Office staff All staff	All correspondence clearly written.
	At the start of each school year and when children join a year	Identify parents who have disabilities that could affect their interaction with the school.	<ul style="list-style-type: none"> • High level awareness from all staff. • Information shared with other staff members. 	Headteacher SENDO Office staff All staff	School aware of and able to meet the needs of disabled parents in relation to their child in school.
	At the start of each school year and when children join a year	<p>Ensure there are no communications barriers with any member of the school community.</p> <p>All staff to continue to ensure that both in lessons and meetings with parents/carers, information is presented in a user-friendly way for people with disabilities E.g by reading aloud text on screen, describing diagrams and making use of interpreters as necessary.</p>	<ul style="list-style-type: none"> • Good use of ICT • Clear speaking during presentations (hand-outs also available) • Lessons planning • Monitoring lessons • Pupils interviews • SEND monitoring • IEP reviews • TA feedback • Parent/carer interviews • Parent/carer questionnaires • Advice to be taken from professional bodies as appropriate 	Headteacher SENDO Office staff All staff	<p>All children and adults understand the information presented to them.</p> <p>School aware of, and able to meet, needs of disabled parents in relation to their child in school.</p>
	Ongoing	Ensure that positive attitudes to disabled people are reflected in the curriculum and ensure use of positive language when talking and writing about disabled people.	<ul style="list-style-type: none"> • Staff awareness. • Inclusivity and celebration of diversity planned for in all curriculum areas • All inappropriate resources removed and new resources thoroughly checked • PSHE and RHSE planning 	SENDCO Subject leaders Class teachers	<p>Pupils do not exhibit negative views of disability</p> <p>No instance of negative terminology found in written or spoken form.</p>

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	Ongoing	Continued purchase of resources to positively represent disability.	<ul style="list-style-type: none"> Build up of resources for PSHE 	Subject leader	Resources available to all staff.
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