Accessibility Plan

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”
(Micah 6:8)
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Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael’s Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing body of St Michael’s Church of England High School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- increase the extent to which pupils with disabilities can participate in the school curriculum.
- improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil’s disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- the parents/carers of pupils
- the Headteacher and other relevant members of staff
- Governors
- external partners
This plan is reviewed annually within a three-year cycle to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

____________________________________  Headteacher  Date: __________

____________________________________  Chair of governors  Date: __________
### Planning duty 1: Physical environment

<table>
<thead>
<tr>
<th>Issue</th>
<th>What</th>
<th>Who</th>
<th>When</th>
<th>Outcome</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short term</strong></td>
<td>To have a relevant and robust Accessibility Plan</td>
<td>Review and update the Accessibility Plan</td>
<td>Headteacher, SLT, SENCO, Governors</td>
<td>Summer 2018</td>
<td>Accessibility plan reflects issues identified by pupils, staff and parents</td>
</tr>
<tr>
<td><strong>Medium Term</strong></td>
<td>The school gym is not fully accessible to pupils with physical disabilities</td>
<td>Pupils are actively involved in fundraising to equipement that will enable disabled pupils to fully access this provision</td>
<td>Staff Engagement Development Manager, SENCO</td>
<td>Spring 2019</td>
<td>Pupils with physical disabilities can access the gym</td>
</tr>
<tr>
<td><strong>Long term</strong></td>
<td>Ensure that outdoor learning is accessible to all including pupils with physical disabilities</td>
<td>Outdoor learning and any trips that take place will be fully accessible</td>
<td>Headteacher, SLT, Governors</td>
<td>Ongoing</td>
<td>Pupils with SEND can access lessons</td>
</tr>
</tbody>
</table>

### Planning duty 2: Curriculum

**Date adopted**: 18th October 2017  
**Review date**: October 2020
The detailed arrangements for supporting pupils with Special Educational Needs and Disabilities (SEND) are included in the school’s SEND Information Report.

<table>
<thead>
<tr>
<th>Issue</th>
<th>What</th>
<th>Who</th>
<th>When</th>
<th>Outcome criteria</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short term</td>
<td>Ensuring staff members have the skills to support pupils with SEND</td>
<td>Specific information provided to staff on access needs/strategies for particular pupils</td>
<td>SENCO</td>
<td>Ongoing</td>
<td>Teaching staff are kept up to date with the changing needs of pupils</td>
</tr>
<tr>
<td>Short term</td>
<td>CPD to staff members</td>
<td>Headteacher/External advisors/SENCO</td>
<td>Ongoing</td>
<td>Staff members have the skills to support children with SEND</td>
<td>Annually</td>
</tr>
<tr>
<td>Short term</td>
<td>Training for teachers on differentiating the curriculum</td>
<td>Headteacher/External advisors/SENCO</td>
<td>Ongoing</td>
<td>Staff members have the skills to support children with SEND</td>
<td>Annually</td>
</tr>
</tbody>
</table>
## Planning duty 3: Information

<table>
<thead>
<tr>
<th>Issue</th>
<th>What</th>
<th>Who</th>
<th>When</th>
<th>Outcome criteria</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Medium-term</strong></td>
<td>Written information is accessible to all</td>
<td>Audit of written communications and creation of templates to ensure consistency and plain English approach</td>
<td>SENCO</td>
<td>Summer 2018</td>
<td>Parents/carers are able to understand written communications that are sent home</td>
</tr>
<tr>
<td><strong>Long term</strong></td>
<td>The school website is not accessible to children with SEND</td>
<td>Audit of website</td>
<td>Assistant Headteacher, Facilities and Resources</td>
<td>Summer 2018</td>
<td>Website is fully accessible</td>
</tr>
</tbody>
</table>