



## ST MICHAEL'S C OF E ACADEMY ACCESSIBILITY PLAN 2022 - 2023

<b>Review Frequency</b>	Annual
<b>Reviewed</b>	Autumn 2023
<b>Next Review Date</b>	Autumn 2024
<b>Approved by</b>	TLT

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## Change Log

Date	Changes to Policy
August 2023	Policy updated to reflect move into temporary portacabins on the main school site
Autumn 2022	Policy general update with branding. Reviewed but no changes required as school continues to operate in temporary accommodation
Summer 2021	New policy for temporary accommodation

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# St Michael's Academy Christian Vision: The Future We Create Every Day

Our Trust Christian vision is the same for all our pupils. Underpinned by John 10:10 'I come that they may have life and live it to the fullest' we provide an inclusive, bespoke curriculum that enables all of our children to grow and flourish and prepare them for the next stage of their lives.

The academy Christian vision, 'The future we create every day' is supported by our Christian values: **Love, Hope, Wisdom and Community**.

## 1. Aims

Academies 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.
- Improved the physical environment of the academies to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

The Trust 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 Accessibility Plan will be made available online on the academy website, and paper copies are available upon request.

The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Trust supports any available partnerships to develop and implement the plan.

Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Trust recognises that regular and reliable data is essential if the Trust and academy is to know and understand the needs of its pupils, parents, staff and trustees and to be able to monitor progress against its Action Plan.

Although the statutory requirement for reviewing an accessibility plan is every 3 years, this plan is only valid for the Temporary accommodation and there will therefore be reviewed on an annual basis and/or in preparation for relocating to the permanent school building. This will include an updated Accessibility Audit, completed by the academy to inform the development of the new Accessibility Plan for the ongoing period.

The Head Teacher will monitor the Action Plan on behalf of the Academy and liaise with the Trust Executive Team who report to the Board of Trustees.

This plan reflects statutory requirements for the setting of Equality Objectives.

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

We have included a range of stakeholders in the development of this accessibility plan.

## 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 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.

Academies 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.

This Accessibility Plan complies with our funding agreement and Articles of Association.

## Appendix 1: Access Plan: Part 1

Increasing access for disabled pupils to the curriculum

Target	Action	Resources	Outcomes	Time
Curriculum adjustments ensure fair access for all	<p>Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc</p> <p>With consideration for those children with general and specific learning difficulties.</p> <p>Ensure staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs</p>		<p>All pupils access the curriculum.</p> <p>Structured conversations as appropriate with parents and carers.</p>	As required to meet need
Ensure teaching and learning methods and environment supports pupils with hearing impairment	<p>Temporary accommodation includes a range of rooms to suit larger groups and smaller quieter intervention sessions. Children encouraged to face teacher, clear enunciation. Support as required. Hearing loop with teacher wearing aid to pick up voice.</p>	Hearing loop as required	Progress confirmed by observations and formal assessment	As required to meet needs.
Ensure teaching and learning methods and environment supports pupils with visual impairment	<p>Pupil faces teacher, glasses worn.</p> <p>Modified print</p>	Access to ICT equipment as required	Progress confirmed by observations and formal assessment	As required to meet needs
Ensure teaching and learning methods and environment supports pupils with emotional and behavioural difficulties	<p>Layout of classroom, time out, clear targets, clear behavioural expectations</p>	<p>Additional support as required</p> <p>Safe space set out and established</p>	Progress confirmed by teaching assessment and achieving targets	As required to meet needs

Ensure teaching and learning methods and environment supports pupils with diagnosed medical conditions	Accessibility of medication. Awareness of staff when planning activities. Risk awareness register (medical)		Pupils able to access all activities	As required to meet needs
Update curriculum and general policies	Rolling programme of policy review to ensure that policies are up to date and comply with legislation	Senior Executive Meetings, Senior Leadership and staff PDMs	Policies reflect the Trust's commitment to removing barriers to learning.	Ongoing
Prepare a response programme of training for all staff to meet requirements of disabled pupils	Ensure SENCo fully trained to be responsive to needs that may arise . School nurse , Educational psychologists, VI support, Occupational therapy and physio support.	CPD/training	SENCo able to disseminate good practice and information to all staff	Ongoing
To use external services to support pupils with a disability.	Access external services for advice and support and then to provide ongoing advice and support as required	Time: for staff to liaise with specialists Financial: purchase of specialised equipment as required	The environment is appropriate, and staff are well prepared to meet the needs of a pupil with a disability. Staff have greater understanding of disability issues.	Ongoing
Provide training for staff.	Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils. Share successful practice within the academies.	Financial – cost of CPD	Staff are deployed effectively and have high expectations of disabled pupils. Raised awareness of the learning needs of pupils with a variety of disabilities/special needs	Ongoing
Develop a range of learning resources.	As resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials.	Pupils with disabilities have access to appropriate curriculum materials.	Ongoing
Ensure venues for school trips are suitable	Pre-visit assessment of suitability- transport, access, toilets. Risk assess through Evolve and include staff briefing	Evolve SLA	Equal opportunities for Children with disabilities to participate in off-site activities.	Training and administration
Classrooms optimally organised to promote the	Review and implement a preferred layout of equipment	Use visual timetables	Children have ready access to a range of resources.	

participation and independence of all pupils	and furniture and equipment to support the learning process in individual classes.		Sessions start on time without the need to make adjustments.	
Extracurricular activities planned to ensure participation by all	Review extracurricular provision regularly. Preparation meeting with parents/carers to make all necessary additional arrangements		Out of school activities will be conducted in an inclusive environment	As required in response to pupil need
Review staff deployment	Establish timetables to provide support for pupils	Overtime/additional hours as required	Support available during key times when individuals may need support	Ongoing

## Appendix 2: Access Plan: Part 2

Increasing access for disabled pupils to the physical environment

Target	Action	Resource	Outcome	Time
<p>Access: To be aware of the access needs of all pupils/staff/trustees/parents and carers.</p> <p>Ensure all staff and trustees and other volunteers/visitors to the academy are aware of access issues</p>	<p>Gather data around access needs at the point when a child begins at an academy</p> <p>Create access plans for individuals as required</p> <p>Reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include an accessibility plan as part of induction</p>	As per access plan	Individual, relevant and current information is gathered and shared as required so that all needs are met.	Annually or as required
Ensure everyone has access	(See access statement Appendix 4)	Caretaker/staff daily checks to ensure entrances are clear of obstruction	All staff, pupils and visitors feel welcome and able to access all areas of the site.	Ongoing
Dedicated parking area	No parking available on site for the temporary accommodation. However there is on road parking available near the gate. Liaise with external agencies including the Local Authority and the Landlord of the building to investigate options to use a dedicated parking space from the neighbouring property or having temporary disabled bay marking on the road if required.	As per individual access plans.	Accessible parking for visitors and staff who may need it.	As required

Improve access to site	Ensure pathways are gritted and ice free  Check exterior lighting is working on a regular basis	Caretaker time	Paths accessible and safe  Improved safe access for pupils, parents, staff and visitors	As required
Exits Ensure all disabled or impaired pupils, staff visitors can be safely evacuated	Ensure there is a personal emergency evacuation plan (PEEP) for disabled pupils or staff.	As per individual access plans.	Pupils and staff are safe in an emergency	As required
Ensure the buildings remain full accessible and compliant in line with the Equality Act	Building and site are not compliant with DDA Regs. DFE aware of the issues and complications as were fully involved in the planning and design stage. No current access to the building for wheelchair users.	See appendix 4	Staff and parents, all informed about the topographical issues of the school resulting in it not being accessible to wheelchair users.	Review as required
Each academy will undertake Fire Safety risk assessments. Fire equipment is regularly checked and maintained.	Ensure staff are fully trained and aware of their duties		All staff and pupils have safe independent exits from sites	Daily

## Appendix 3: Access Plan: Part 3

Improving the delivery of written information to disabled pupils - The Trust Academies

Target	Action	Resources	Outcome	Time
Availability of written materials in different formats	Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication can be provided in alternative formats	Administration time	The academy will be able to provide information in different formats. Parents and carers become aware.	Ongoing
Make available academy publications in alternative formats	Review all publications and provide in format required	Administration time	Information available for all in different formats and electronically	Ongoing
Academy provides electronic versions of most publications including reporting, newsletters and letters.	Continue to explore new methods	Administration time	Head of Academy and Senior Staff become knowledgeable about possible outcomes	Ongoing
Website is compliant with statutory regulations	Dedicated staff member to update and maintain websites	Administrative time	Information available to all electronically Compliant	Ongoing
Ensure information in SEN reviews is accessible to all parties	Provide a choice of formats for parents and carers.	Administration time	Parents and carers have choices about how they are communicated with and how they provide their points of view	Ongoing

## Appendix 4: Access Statement

Arrangements for disabled persons using St Michael's Church of England Academy.

This appendix to the school accessibility plan is designed to outline the difficult issues faced by disabled persons using the temporary premises at St Michael's Church of England Academy and provide potential measures to support access.

There are limitations on the measures able to be implemented within the temporary accommodation for the school due to the nature of temporary portacabins. The access to the site is constricted and enclosed by trees. This resulted in the DFE and contractor (ISG) needing to use non standard units as opposed to being able to crane in purpose built, compliant classrooms.

The internal layout of the space is sized correctly with suitable access to toilet and changing facility once in the ground floor of the building, however, the school is on two floors, both of which require use of stairs to access internally. Ramped access could be provided to the ground floor if notice is provided, but this would take up a large section of the already small play area, and therefore will only be considered if truly required.

Data is collected from Parents and staff prior to attending the site to identify any additional support measures that may need to be considered. This may include visitors, staff or pupils with vision or hearing impairments. Any additional supportive measures such as the buddy system will feed into an individual access plan or PEEP.

Although no parking is available on site, there is on road parking nearby, with sloped access to the entrance gate.