



St Michael's Church of England Academy Accessibility Plan



Manager: SENDCo
Date of latest update: March 25
Date of next review: Spring 26

INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

ACCESSIBILITY PLAN

Schools are required to have an Accessibility Plan showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is an action plan outlining how we are:

- Increasing the extent to which our disabled pupils can participate in the curriculum;

Kelly Shenton SENDCo March 25

- Improving the physical environment to enable those with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to those with disabilities.

RATIONALE

St Michael's CE Academy has a duty to ensure:

- Disabled pupils and staff can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils and staff are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils and staff and meet their needs.

We understand that a disabled pupil or staff member can be discriminated against in two ways:

- By less favourable treatment
- By the School failing to make a 'reasonable adjustment'.

Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils or staff and prospective pupils or staff being placed at a 'substantial disadvantage' or treated unfavourably compared to non-disabled pupils or staff.

As such we have adopted this plan to ensure that St Michael's Academy:

- Makes every child, staff member and visitor feel welcome
- Values all pupils and staff members equally
- Has high expectations of all pupils
- Takes every possible step to remove barriers to learning and participation

Kelly Shenton SENDCo March 25

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Ensure ICT appropriate for pupils with disabilities.	- Review accessibility of ICT (including notepads & whiteboards) using specialist expertise. - Involve pupils in review of hard & software. - Prioritise new software to purchase. - Train TAs and new staff on use of Communicate in Print. - Liaise with Exhall Grange IT staff for VI computing curriculum that is accessible to Visually impaired students.	ongoing	Wheelchair friendly PC height to enable student with Physical difficulties to access the IT suite for lessons. Adapted IT equipment for VI students	IT Leader SENDCo	Senior Leadership Team SEND Governors
Access to wider curriculum To continue to ensure that all staff and pupils with specific needs are able to access the wider curriculum.	- Review arrangements made in outdoor provision for children with specific physical disabilities - Appoint 2 MDS to monitor behaviour/accessibility of children with specific disability. 12 children with 1-1 adult support in school at various points in the day in order to access the curriculum or building	Ongoing review Complex need team in every ½ term to assess and suggest necessary adjustments & carry out risk assessment of inside school building VI Team support to ensure Child with Visual Impairment, is able to access the curriculum and school site accordingly	SENDCo Complex Needs team IDS VI Team	SENDCo Headteacher Class Teachers	SENDCo SEND Governors
Impact Analysis Ensure all policies consider the implications of Disability Access.	- Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. - Consult pupils and staff on any proposed changes. - Update SEND policy as and when the policy dictates	ongoing	SENDCo Time to review policies, and pass on to HT	Head Teacher	Head teacher and SEND Governors
Premises Increase site access to meet diverse needs of pupils,	Review any personal evacuation plans. Update to take into account new settings and surroundings for children moving on to the next year group.	Ongoing discussion with LA building surveyor & Site/Business Manager in conjunction with Complex	SENDCo time Headteacher time Site/Business Manager OT	SENDCo Site/Business Manager Phase Leader	Headteacher SEND Governors Site/Business Manager

staff, parents and community users.	▪ Ensure all signage is accessible to all. ▪ Continue to ensure all areas of the school site are available to all. ▪ Update disabled toilet as and when needs change, to incorporate accessible changing and shower facilities, for 2 key children in school. ▪ Visit by VI Team & Habilitation Officer to map out Reception areas, in order to make suggestions and train children with visual impairment, how to access the inside and outside areas	Needs Team (IDS) and their recommendations	Physiotherapy IDS VI Team OT/Complex Needs Team Habilitation Officer – Exhall Grange	OT/Complex Needs Team	OT/Complex Needs Team
Attitudes To promote positive attitudes to disability.	▪ Review PSHE Curriculum ▪ Review Collective Worship Programme: widen focus of Different/Same theme	ongoing	PSHE Lead time Collective Worship Lead	PSHE Leader Collective Worship Lead SENDCo Headteacher	SENDCo SEND Governors Collective Worship Lead
Other	▪ Ensure Catheter training is sourced and delivered to key staff in school in order to meet medical needs of students. ▪ Ongoing training in Braille for 1:1 Tas where needed. ▪ Training in Sighted Guide & Cane Skills ▪ Training in using equipment designed to be used children with Visual impairment ▪ The loan of equipment from Exhall Grange for visually impaired children to use in school	Every September Ongoing	Birmingham Children's Hospital VI Team	SENDCo Year Group Teams	SENDCo VI Team